NEA Journal

THE JOURNAL OF THE NATIONAL EDUCATION ASSOCIATION
1201 16TH STREET N.W., WASHINGTON 6, D. C.

Volume 43 *Number 2*

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THIS MONTH

On the COVER, artist Hubert Leckie presents a symbolic representation of science.

FOR Brotherhood Week reading, February 21-28, we recommend the articles on pages 77, 86, 93, and 120.

TEACHERS and administrators are invited to submit for "Our Readers Write" statements (100 to 200 words in length) either presenting the need for free time for elementary-school teachers or describing the way this time is provided in their school system. See the article on page 85.

COPIES of the centerspread, "Batter Up!" may be had free upon request to THE JOURNAL, if ordered before March 15.

WE OFTEN wonder. Do highschool teachers read JOURNAL articles about the elementary schools?

Do elementary teachers read the material on secondary education? We call the special attention of both groups to Dr. Heltibridle's heart-warming account of where the kindergartner's day goes and to Mr. Lefler's article on teaching science scientifically.

NEXT MONTH

Among topics explored: School athletics—problems and policies . . . community planning and use of a school building . . . teaching home-bound children . . . discipline . . . making good use of schoolbus time . . .business education . . . education in Iran . . . how local associations can help prevent juvenile delinquency . . . closing the gap between town and gown . . . codification of school laws.

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The articles herein printed are the expressions of the writers and not a statement of policy of the Association unless set by resolution.

New Horizons In Teaching

A suggestion we hope you find interesting and useful

When He's A Gifted Child

"Education Of The Gifted" is a publication of the Educational Policies Commission of the National Education Association and American Association of School Administrators—1201 Sixteenth St., NW, Washington, D. C. 35¢ postpaid.

It is a joy to find a child with a superior intellectual capacity. But it is a problem to know how to best help develop it. That is why this booklet called EDUCATION OF THE GIFTED may be of service to you in helping the child as well as helping in the conservation and development of this great and rare human talent.

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3 in 10,000 is about the frequency of "very high" IQs—exceeding 170. Only 6/10 of 1% of the population have IQs of 140 or above. Some schools classify pupils with IQ in excess of 112/115 as gifted.

To capitalize the rich resources of human talent which gifted children and youth possess, it is pointed out, schools should give special attention to education of gifted students.

"Extra reading" by the gifted, guided contacts with the out-of-school environment and other aids are suggested to challenge, interest, and keep nurturing the creative imagination of the gifted child.

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NEA Journal

Published monthly except June, July, and August by the National Education Association of the United States, 1201 16th St. N. W., Washington 6, D. C.

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Retired—If NEA member for five years prior to retirement. Includes year's subscription to JOURNAL and active privileges except right to vote, to serve as delegate in Representative Assembly, to hold office. $2.

1954 NEA Convention — June 27 - July 2, New York City.

News and Trends

UN Surest Way to Peace, 73% Believe

Nearly three-fourths [73%] of the people of the US feel that the surest and wisest way to peace is either to work along with the United Nations or to strengthen it, according to a survey made by Elmo Roper and scheduled to be reported in the winter issue of *Public Opinion Quarterly*, sponsored by Princeton University. Only 9% believe Washington should pursue a strict isolationist course, according to the survey.

The survey is reported to be the most extensive effort yet made to determine US attitudes toward the great issues of American participation in international organizations, the relation of this country to other countries, and war and peace.

On the basis of the survey findings, Mr. Roper concludes: "There is no doubt whatsoever that the adult population of the United States is definitely committed to internationalism and international organization in one form or other.

"***The isolationist point of view*** has been overrepresented both in the daily press and in Congress.

"***The United Nations is still considered*** the single best hope for peace by a substantial majority of the people.

"***A significantly large percentage*** of the American people —34%—appear to be at least receptive toward some form or degree of world government.

"***A majority of the people*** still want the Russians in the United Nations. The majority of people have not yet closed the door to some kind of honorable settlement.

"***The vast majority of Americans*** reject the alternatives of appeasement or preventive war. They hold the hope that some kind of negotiations can be conducted between East and West.

"***Every position—whether isolationist or internationalist***—draws its support with great evenness from all parts of the population."

Utah Teachers Win Pay Increase

Utah's Governor J. Bracken Lee, after many months of refusal to call the legislature into special session to consider critical school problems, issued a call for December 1. The legislature, in session for 19 days, improved the state school-employes retirement system, passed a new school-finance act, and enacted into law 15 other recommendations of the 60-man school-survey commission appointed by the 1951 Utah legislature, reports Allan M. West, executive secretary, Utah Education Association.

Passage of the new retirement program over the governor's veto and enactment of an improved finance plan comprise a real achievement for Utah's education forces. The triumph was tempered, however, by action taken at the recommendation of Utah's economy-minded governor to turn over three junior colleges to the Church of Jesus Christ of Latter Day Saints and to terminate the life of Carbon Junior College in the governor's home town of Price without waiting for completion of a study of Utah's higher education system now in progress by the state legislative council.

Alabama Adopts Anti-red Textbook Act

The state legislature of Alabama has adopted an anti-communist law governing the adoption of textbooks in the state's public schools, institutions of higher learning and trade schools. The law provides that neither the state textbook committee, state board of education, nor any other public body or official shall adopt any textbook or other written instructional material (except newspapers, magazines, and legal opinions) "which does not contain a statement by the publisher or author thereof indicating clearly and with particularity" that the author of the material and the author of any book or writing cited in it as parallel or additional reading "is or is not a known advocate of communism or Marxist socialism, is or is not a member or ex-member of the Communist Party, and is or is not a member or ex-member of a Communist-front organization" (as designated by the US Congress, or any committee thereof, or the US Attorney General).

The Publisher's Weekly ***for December 12, 1953,*** observes that under this Alabama law, if it were applied, no publisher could submit any textbooks, since he would have to swear as to whether every author was or was not a communist, even writers mentioned in a suggested supplementary reading list.

Herald-Tribune Features Carr Story

NEA Executive Secretary William G. Carr's story on educational conditions in Korea was a feature article in the *New York Herald-Tribune* on Sunday, December 20.

American Business To Be Saluted

American business, large and small, will receive a salute for its public-service advertising, which has totaled more than $14 million in behalf of education since 1947, at the Celebrities Dinner sponsored by the National School Public Relations Association [an NEA department] in Atlantic City February 15. The Advertising Council will accept the citation in behalf of American business for its extensive support of the "Better Schools" campaign thru various media.

Eleven organizations, dedicated to the education of American youth and representing more than a million teachers and 30 million children, will sign the citation: American Association of School Administrators, NEA Department of Classroom Teachers, National Association of Secretaries of State Teachers Associations, National Association of Student

Councils, National Citizens Commission for the Public Schools, National Congress of Parents and Teachers, National Council of Chief State School Officers, National Education Association, National School Boards Association, National School Public Relations Association, and the US Office of Education.

Youth Being Neglected, Says Eisenhower

In his State of the Union Message on January 7, President Eisenhower called the attention of Congress to the needs of American schools. The President said:

"***Youth—our greatest resource***—is being seriously neglected in a vital respect. The nation as a whole is not preparing teachers or building schools fast enough to keep up with the increase in our population.

"***The preparation of teachers,*** as, indeed, the control and direction of public-education policy, is a state and local responsibility. However, the federal government should stand ready to assist states which demonstrably cannot provide sufficient school buildings. In order to appraise the needs, I hope that this year a conference on education will be held in each state, culminating in a national conference. From these conferences on education, every level of government—from the federal government to each local schoolboard—should gain the information with which to attack this serious problem."

In two other portions of his message the President made specific mention of education by calling attention to the establishment of the Department of Health, Education, and Welfare as a symbol of "the government's permanent concern with the human problems of our citizens," and by describing the school lunch program as an effective means of removing farm surpluses from normal trade channels.

The President also discussed three other proposals on which the NEA has expressed itself publicly: firm support for United Nations, lowering of voting age to 18, and statehood for Hawaii.

Voters Increase School Taxes

By a majority of 5-3, the voters of Chatham County, Georgia, approved December 18, 1953, a 3-mill increase in taxes for the public schools of Savannah and Chatham County. This action raised the school tax rate to 18 mills for the years 1954-56. In 1957 the school millage will revert to 15 mills. The 3-mill increase will provide the public schools with approximately $300,000 additional funds for the next year.

National Leaders To Address NEA

The program for the NEA Convention in New York City, June 27-July 2, is shaping up rapidly. Among the national and world leaders who have already agreed to speak are: Secretary of State John Foster Dulles; Dag Hammarskjold, secretary-general of the UN; Grayson Kirk, president of Columbia University; Robert F. Wagner, mayor, New York City; Robert Moses, famed for many years in connection with the planning of New York City; Ralph Bunche, director, Trusteeship Division of UN; Ralph Sockman, famous radio preacher and minister of Christ Church, Methodist, NYC.

Regional Conference Theme Chosen

The NEA, in cooperation with state and local associations and other groups in the North Central area of the United States, is sponsoring a regional instructional conference to be held in Minneapolis April 12-15, 1954.

This conference will be built around the theme "Working Together for Better Teaching in These Times." The conference will begin with a consideration of the times in which we live and the needs of people in such a period. It will consider the objectives of the schools in the face of these human needs. Work groups will consider issues and problems which cut across subjectmatter lines and school levels. A large number of pioneering instructional projects drawn from the area will be described or otherwise presented by teachers. Among the speakers at the conference will be I. James Quillen, dean, School of Education, Stanford University; Alice Keliher, New York University; Hollis L. Caswell, Teachers College, Columbia University; and prominent leaders from the conference area.

States included in the conference are Minnesota, Wisconsin, Illinois, Nebraska, North Dakota, South Dakota, Iowa, and the western part of Michigan. Attendance at this conference is limited to individuals nominated by state and local associations, colleges and universities, and other groups within the several states. Teachers and other educational leaders interested in the possibility of attending this conference should consult with their state education association.

Freedom Week Proclaimed

February 12-22 has been designated as Freedom Week, during which the Crusade for Freedom will seek the moral backing of 25 million American citizens and contributions of $10 million to help Radio Free Europe. President Eisenhower has urged support of the Crusade for Freedom and the work of Radio Free Europe.

Radio Free Europe is a privately operated group of 22 transmitters functioning as 6 long- and medium-wave radio stations which beam news, religious counsel, entertainment, and messages of hope and inspiration to the peoples behind the Iron Curtain.

Late Report on NEA Life Memberships

There were 524 new NEA life members during the period of November 20 thru December 20. [See page 110.] Income from life memberships is earmarked for the Building Fund. Members can deduct payments for life memberships or outright gifts to the fund on their income-tax returns.

Total number of life members enrolled since the NEA Center campaign began December 1, 1952 thru November 30, 1953 is 3550. Total worth of contributions, pledges, and life memberships in support of the NEA Center as of November 30, 1953 was $559,597.99. This is better than 10% of the goal set for completion in 1957.

OUR READERS Write

♦ *This feature of* THE JOURNAL *is an open forum for its readers. Ideas and opinions expressed here are those of the writers and not necessarily of the NEA.*

Interscholastic Athletics

"WE HAVE TO WIN!" the article dealing with highschool interscholastic athletics in the October NEA JOURNAL, prompts the following as one suggestion for making sanity out of the situation.

The basic elements of a plan used in Cheltenham Township Highschool for 10 years are as follows:

[1] Interscholastic athletics are a part of the total school program.

[2] On the assumption that interscholastic athletics are part of the *educational* program, the board finances them by an annual appropriation.

[3] There are no gate fees for any athletic events. The gates are open to everyone.

Cheltenham Township is an upper middleclass suburban residential area. The senior highschool has approximately 800 students. The school over the 10-year period has consistently carried on a comprehensive athletic program – football, basketball, baseball, track, crosscountry, wrestling, tennis, golf, and soccer for boys; hockey, softball, basketball, tennis, and swimming for girls. There are junior-varsity squads in several sports.

All our football games except for the closing game of the season are on Friday afternoons. All weekday basketball games are held in the afternoon. Because of this policy and the policy of no gate fees, practically all our students, and large groups of junior-high and elementary-school pupils as well, attend games.

The advantages of the plan in use at Cheltenham may be summarized as follows:

[1] The program has a sane basis. Interscholastic athletics are a legitimate and recognized part of the total education program; they are neither extracurriculum nor cocurriculum. The use of tax funds has never been questioned.

[2] Financial problems are largely resolved thru the operation of a budgeted program. There are no feast or famine years due to winning or losing teams. Therefore, better management is possible.

[3] Unreasonable pressures are eliminated. Coaches and athletic directors are under no pressure to win with an eye on the gate receipts.

[4] There can be no disposition on the part of the football coaches to equip their teams at the expense of other athletic squads.

[5] Athletics are removed from the arena of big crowds, big gates, big bets.

[6] All sports function continuously regardless of success or failure in any one. A losing football season is not disastrous to the program.

[7] The administration of the athletic program is simplified because there is no need for ticket sellers, ticket takers, police to guard the gates, or other deadweight costs.

[8] All persons—highschool students, youngsters of assorted ages, adults—are free to attend any and all contests. This means in effect that games are primarily for the youth of the community. Some may be disposed to suggest that that which is free is not appreciated. Our experience does not seem to indicate this.

Further details are described in "The Cheltenham Plan for Financing Interscholastic Athletics," an article which Wilbur Lehman and I wrote for the *American School Board Journal* for April 1953.

—LLOYD W. ASHBY, *principal, Cheltenham Township Highschool, Elkins Park, Pa.*

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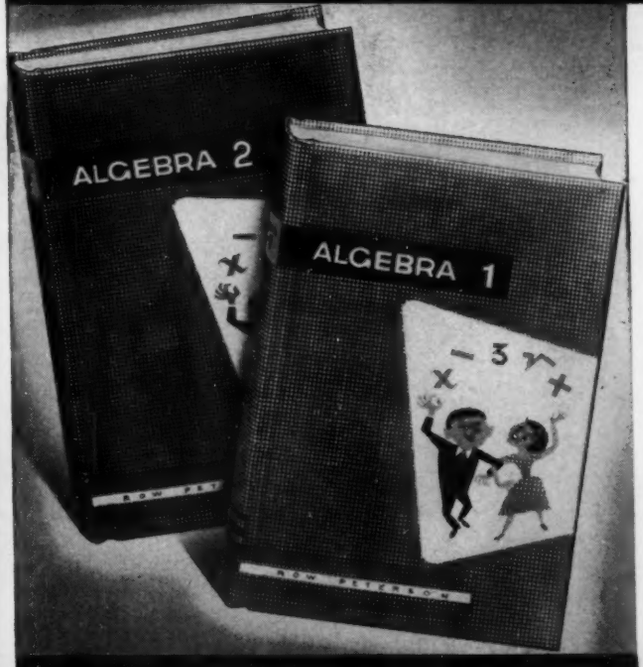

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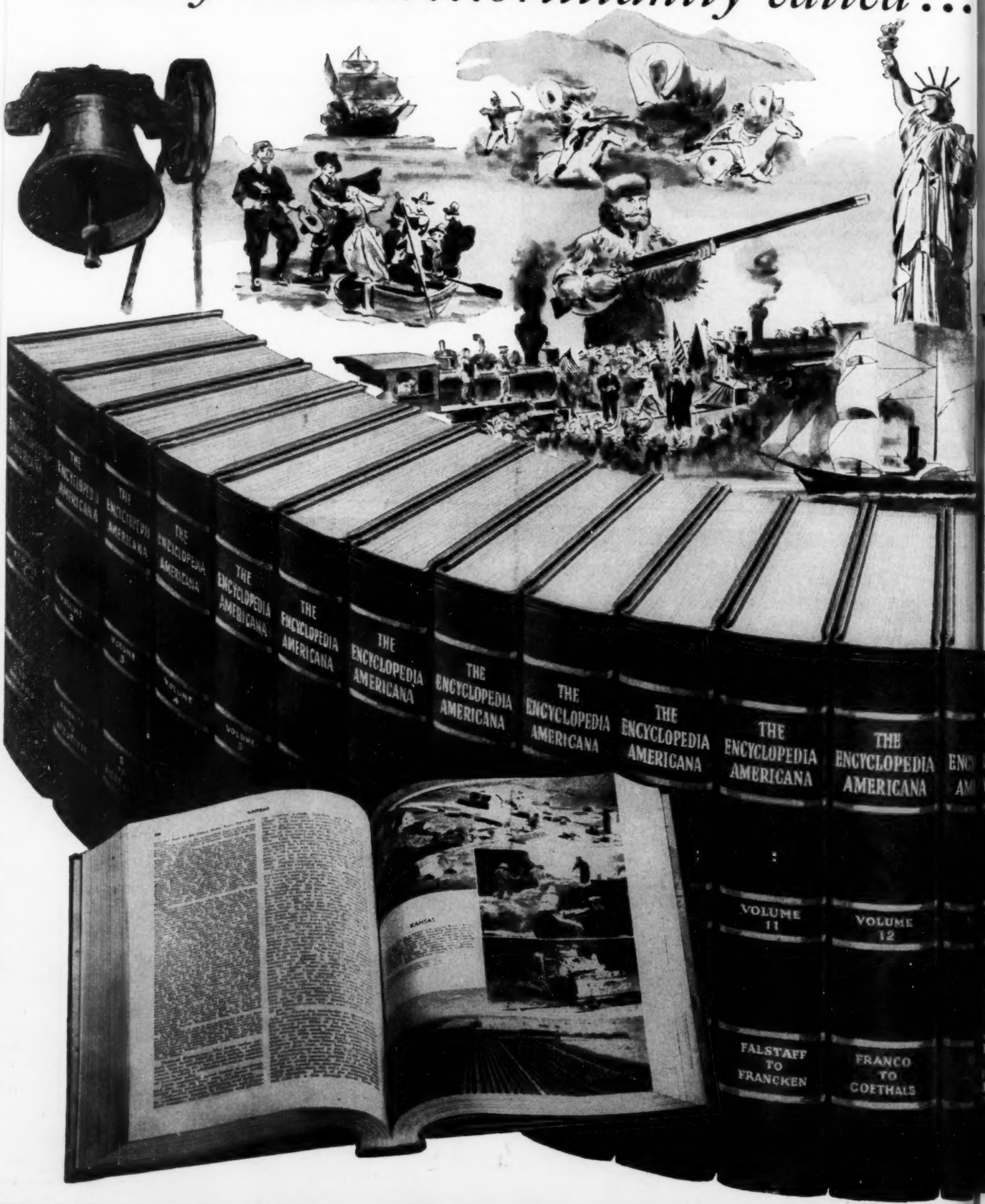

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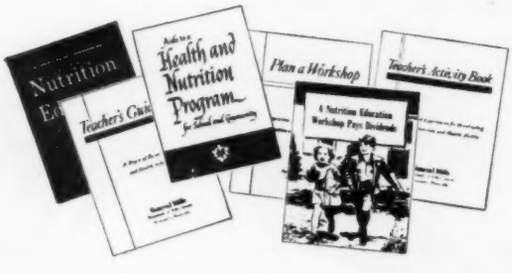
How can schools teach *better eating habits?*

The nine-year experience of schools and teachers colleges with General Mills Nutrition-Education Aids

During the past nine years, schools in all 48 states have undertaken nutrition-education programs using materials and other aids organized by General Mills.

Effective, graded teaching procedures have been developed for improving eating habits of school children, and for influencing the eating habits of their families and communities.

General Mills aids used in the various programs are shown here. They were developed by leaders in educational fields in co-operation with authorities in home economics, health and nutrition. The entire activity has been supported as a public service by General Mills, in recognition of this company's obligations to the American people, and of its interest in the nation's health and eating habits.



AIDS FOR ADMINISTRATORS AND TEACHERS

Six booklets that cover the various phases of nutrition-education programs. Planning and organizational helps, suggestions for administrators and teachers.

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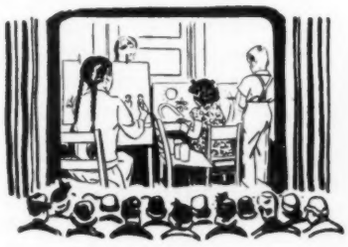
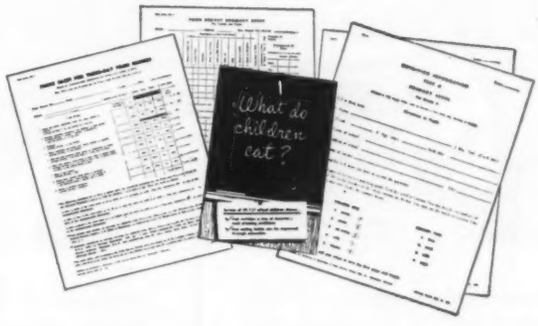
For day-after-day reminders of the basic facts of good food and health habits. In color. For elementary grades.



MOTION PICTURES

One, designed particularly for teachers in training and service, shows methods effective in improving eating habits of children. Two others are for parents and adult groups. One discusses feeding problems of small children; the other shows an actual community-school nutrition-education program in operation.



EVALUATION AIDS

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A BACKGROUND OF RESEARCH, DEMONSTRATION AND TEACHER EDUCATION

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Position_____ Grade Levels_____ No. of Pupils____

Education Aids

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for economy
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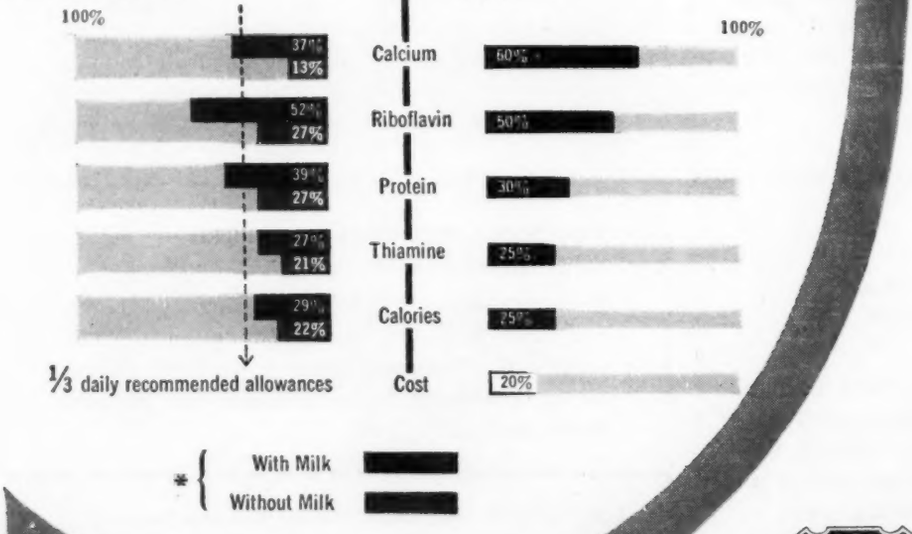
Average percentages of recommended daily allowances provided by 66 school lunches with and without milk.*



Comparison of total cost in 1948 and of nutrient contribution of milk in school lunches.

* With Milk / Without Milk

Milk tops the list of foods recommended for school lunches—because of its high nutritional value in relation to cost. Other dairy foods—cheese, butter, ice cream . . . are often part of the school lunch . . . contributing extra milk nutrients . . . adding variety to the meals.

In a study of 39 schools in 1948, the cost of one-half pint of milk averaged only one-fifth of the total cost of food and labor for type "A" school lunches.[1] That same amount of milk contributes a far greater portion of the nutritive value of this type of lunch with respect to at least five nutrients.[2]

Analyses of 66 school lunches showed that, on the average, milk contributed more than one-half the calcium, about one-half the riboflavin, a little less than one-third the protein, and about one-fourth the calories and thiamine present in the meals. Lunches containing milk supplied, on the average, more than one-third of the day's recommended allowances of protein, calcium, and riboflavin, and almost one-third of the recommended amounts of calories and thiamine. This standard was seldom met for any of these nutrients in lunches without milk.[2]

There is no substitute for milk in the school lunch when nutritive value, cost, and ease of preparation are considered.

[1]Driesbach, M. B. and Handy, E. School lunch management in relation to nutritive value, cost and acceptance of foods served. U.S.D.A. Pa 114 (Jan.) 1951

[2]Meyer, F. L., Brown, M. L., and Hathaway, M. L. Nutritive value of school lunches as determined by chemical analyses. J. Am. Diet. Assn. 27:841 (Oct.) 1951

ACCEPTED COUNCIL ON FOODS AND NUTRITION AMERICAN MEDICAL ASSOCIATION

This seal indicates that all nutrition statements in the advertisement have been found acceptable by the Council on Foods and Nutrition of the American Medical Association.

NATIONAL DAIRY COUNCIL

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Since 1915 . . . the National Dairy Council, a non-profit organization, has been devoted to nutrition research and education to extend the use of dairy products.

NEA Journal
FEBRUARY 1954

People and Resources

IT IS becoming increasingly clear that the basic world problem is overpopulation. The opening of new lands and scientific progress in the conservation and use of existing resources may give some relief for a decade or even for a century, but if world population continues to increase at the rate of more than 20 million per year, even the food supply cannot keep pace, and a reasonable standard of living for the world's people becomes impossible.

The United States has been so generously blessed with natural resources and our free public-school system has given us such a highly trained population that our standard of living has risen to fabulous heights in an incredibly short time. With less than 7% of the world's population the US is producing nearly half of the world's manufactured goods.

The Midcentury Conference on Resources for the Future, concerned over recent rates of drain and over future supplies and costs, met in Washington, D. C., December 2-4, 1953, to consider these problems. A paper was prepared by the Brookings Institution and distributed in advance to give a common background for the Conference. The following statements are from that paper:

The United States can look back on 50 years of economic and social change that has revolutionized the demand for resources and drastically changed our previous conceptions of resource supply. Since 1900 a doubling of our population and a five-fold increase in living standards have combined with war and cold war to make heavy material demands.

In 1900 more work was done by men and animals than by energy from mineral fuels and water power. Today there are 160 million people in the United States, and energy from hydropower or fossil fuels does 95% of their work.

The greatest changes have taken place in the short period of the past decade or two. New developments affecting the resources picture include electronics, atomic energy, synthetic fibers, high-octane gasoline, jet engines, and a host of others.

Economic developments in the first half of the century have been made possible by draining large quantities of our material wealth. In the period 1900 to 1950, we have used up 40 billion barrels of petroleum, 26 billion tons of coal, 3 billion tons of iron ore, 33 million tons of copper, 26 million tons of zinc, and 22 million tons of lead. The amount of copper, lead, zinc, and oil taken from the ground during the past 50 years is considerably greater than present known reserves.

During the Second World War 65 minerals essential to the nation's defense came from 53 countries around the globe. For 27 there was no domestic source of supply.

World population has tripled since 1800, and the population of the United States is now 30 times what it was a century and a half ago.

In 1952, despite high levels of economic activity and full employment, one-fourth of all families had incomes of less than $2000. If, as the Council of Economic Advisers recently stated, it is feasible within a decade to raise all families with incomes below $4000 to that level (measured in presentday prices) this would mean heavy demands for housing, health, education, recreation, food, and clothing.

The extent to which higher material living standards in other countries would affect world resource use is demonstrated by comparative consumption data. The United States, for example, is using 567 kilograms of steel per capita, India uses less than 5 kilograms, Colombia 14, and Japan 50.

We are told, for example, that the appearance of 70,000 additional mouths at the breakfast table each morning "will reduce the world to poverty and destroy mankind."

Such facts have wide implications for education and may well be studied in every school system. The intelligence of an individual in the management of his personal affairs is measured by his ability to see beyond the day or the year to the needs of his life as a whole. The intelligence of a nation is measured by its ability to see beyond the decade and even beyond the century to the needs of future generations.

Joy Elmer Morgan, EDITOR

THE *editor's* PAGE

IN A NUTSHELL

- *Disloyalty is moral suicide.*
- *Ideas held within the mind are destiny.*
- *Faith has nothing to fear from thinking.*
- *Violence is always the weapon of the weak.*
- *One who is up and doing is never down and out.*
- *Optimism is needed most when hardest to achieve.*
- *One should learn to disagree without being disagreeable.*
- *Juvenile delinquency is the gateway to adult criminality.*
- *If your mind is a shabby thing, the world will be shabby too.*
- *The discovery of God is the supreme achievement of any soul.*
- *At the end of each day let the teacher ask, "What did I learn today?"*
- *The awakening and integration of the self is the first aim of education.*
- *In a democracy an important part of one's education comes from association with all kinds of people.*
- *If war comes, it will not be because it was inevitable, but because too many people believed it to be inevitable.*

Teachers Can Lead the Way

THE cultural disunity of our big cities is one of the large social and political problems of our country. We cannot build unity among the people of the big city if we cannot first build unity among the teachers; if we cannot awaken in the great body of city teachers a sense of their opportunity and obligation to support a united profession of teachers in the community. In no other group is such unity of feeling and purpose so urgent and important as among teachers.

Rights of Children

PHILANDER P. CLAXTON, US Commissioner of Education, 1911-1921, one of America's foremost educational pioneers, has now at the age of 91 issued a new book which deserves wide circulation. Into it he has gathered the wisdom of a most fruitful life under the title, *Some Rights of Children and Youth.* Simply written in 33 short chapters, the book is useful for parents, teachers, and young people. Says Dr. Claxton: "As are arrows in the hands of a mighty hunter, so are children to individual, society, and state . . . if we have power to develop their strength, and skill to direct their wills. . . . The tasks too hard for us they may accomplish. The plans and tasks that fall unfinished from our dying hands they may carry to completion beyond our skill and imagination. In and thru our children we attain a portion of our immortality." The book is published by Exposition Press, 386 4th Avenue, New York 16. 82 pages. $2.50.

All-star NEA Builders

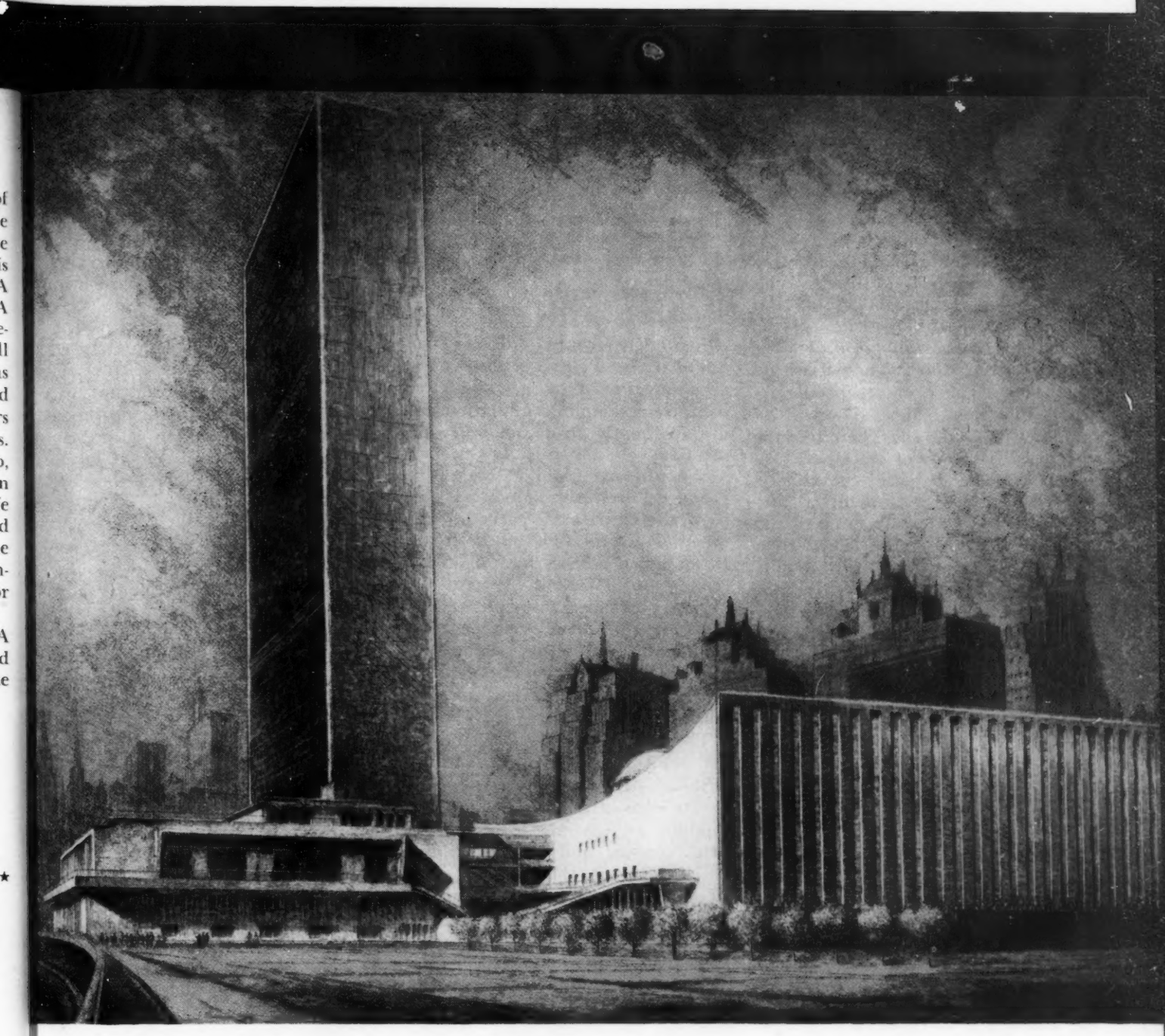
THE campaign for NEA life membership is one of the methods of financing the new NEA Center in the Nation's Capital. Some states will raise their entire quotas of this five-million-dollar building fund in this way. The quota for each state is equal to $2 per NEA member per year for five years. The ideal is one NEA life membership for each 20 teachers in the state before July 1957, when the great centennial meeting will be held in Philadelphia, where the Association was founded in 1857. New Mexico has already exceeded its 1957 goal. A substantial number of life members have taken the initiative to recruit other life members. To recognize persons who give this kind of leadership, a published list of "All-star NEA Builders" has been set up. A five-point star [★] is awarded for each 10 life members an individual has recruited and a circled star [✪] for each 50 new life-membership recruits. The count began as of December 1, 1952, and will continue thru the centennial meeting in Philadelphia, or until the 1957 goal has been reached.

NEA records show the following "All-star NEA Builders" and the number of life members recruited by each as of November 30, 1953: (Is your state represented?)

Margaret Boyd [Ohio] ★ 10
J. F. Corkern [La.] ★ 15
Glen M. Cree [Ind.] ★ 10
Nan T. Davis [W.Va.] ★ 16
George H. Deer [La.] ✪★★★★ 96
Mary DeLong [Va.] ★ 12
Laura Farnam [Minn.] ★ 11
Audrey Graham [Pa.] ✪ 56
Edward M. Gurr [Ariz.] ★ 16
Ruth Hamilton [N.Y.] ★ 15
Beatrice Harvey [W.Va.] ★★★★44
Myrtle Hembree [Texas] ★★ 20
Barton K. Herr [Ill.] ★★ 20
Josephine Hokanson [Minn.] ★ 11
Francis Holsinger [Md.] ★ 19
Joseph Kise [Minn.] ★★★ 34
Arnold Kittleson [Minn.] ★ 14
Josephine Kremer [Minn.] ★ 11
Velma Linford [Wyo.] ★ 12
Mildred McCormick [La.] ★ 12
Clifford D. Mignerey [Conn.]★ 12
Winona Montgomery [Ariz.] ★ 17
Joy Elmer Morgan [D.C.] ✪ 55
Corma Mowrey [W.Va.] ✪✪✪✪ ★★★ 230
Edna Mundt [Wash.] ★★ 20
Mary F. Noecker [Mich.] ★ 12
W. B. O'Donnell [N.Mex.] ✪✪★★ 120
Oliver W. Peterson [Mont.] ★ 17
Clyde U. Phillips [Kans.] ★ 11
Louese Phillips [Mo.] ★★ 22
Lena Porreca [N.J.] ★ 16
Helen K. Ryan [Ill.] ★★ 24
F. L. Schlagle [Kans.] ★ 16
Martha A. Shull [Oreg.] ✪ 51
Florence Smith [Mo.] ★ 10
John Starie [N.H.] ★ 16
Joseph H. Stevens [Tenn.] ★ 10
S. David Stoney [S.C.] ★★ 22

Would you not like to become a member of this *All-star Team* by sponsoring new life members? NEA life membership has the double advantage of providing a fine service to the individual while at the same time adding to the permanent fund which will finance the new NEA Center. It sets a person apart as one who takes his profession seriously. Your new NEA Center, which this fund will make possible, will be more than a needed workshop. It will be a great unifying force for education thruout the world. The leaflet, *The ABC's of Life Membership,* contains a life application form and space for the sponsor's name. Ask for as many copies of this leaflet as you can use to advantage. Why not put your leadership to the test of action? Write NEA asking for Building Fund Campaign supplies.

To achieve the NEA Center will be easy if each will do his part. Accomplished, it will stand as a shining monument to the teaching profession and to all who helped build it.



planning UN trips in advance

PAYS OFF IN INCREASED LEARNING.

F. VIRGINIA PRAYTOR

THE highschools in Birmingham, Alabama, are full of Promoters—not the kind of promoters that promote fights, but the kind that promote peace!

Each of the five highschools in the city has an active chapter of a club called Promoters of Understanding and Goodwill, the main purpose of which is to study and understand the United Nations. The highpoint of the club activities each year comes when 50 selected members make a memorable visit to the UN.

I'M THE sponsor of the Promoters in the Phillips Highschool in Birmingham, and I assure you that it would be hard to find youngsters who spend more time and effort building up the sort of background that will enable them to get the most out of their UN visit.

To give you an idea of the club's activities, let's look in on one of their typical meetings.

It's Tuesday afternoon, and 1800 students have been dismissed from school. Classroom 128, however, rapidly fills up again with Promoters, who have weekly meetings scheduled there.

After Jimmy, the president, raps for order, Lee Chin reads in Chinese his favorite passage from the Bible: "But the stranger that dwelleth with

you shall be unto you as one born among you, and thou shalt love him as thyself."

ONCE the minutes of the last meeting have been read and the roll has been called, the first old business on the agenda is the discussion of the coming school assembly on October 24, for which the Promoters are responsible. The property people report that they believe they will be able to make the stage look like the General Assembly of the UN.

As may be deduced, the club is going to present as authentic a version as possible of a meeting of the UN General Assembly. They have chosen a current question to discuss for the program, and they have not only done a good deal of research on the subject, but have even written to world leaders about it. When the question is debated in the real UN, they will read every line they can find about it in the papers.

There are a few groans when the secretary announces that the final rehearsal for the UN assembly is scheduled to start at 7 AM. The boy who is to play the Russian delegate registers an objection, just to keep in trim for his role.

THE president urges each one to do his best to interpret the UN to the studentbody and the many guests, and then gives the floor to Hans.

Hans says that since last Tuesday he has talked to three civic groups about conditions in his own country of Germany. He is an American Field Service International Scholarship Student. The Promoters, with the help of the whole school, worked very hard to raise enough money to bring this young German neighbor to see democracy at work.

The Journal ***asked the director of the Public Reception Committee at the United Nations to name a school that, judging by the conduct of its visiting students at the UN, does an especially good job of preparing them for the trip. The Phillips Highschool in Birmingham, Alabama, was recommended, and Miss Praytor, a teacher of mathematics and Latin at the school, was therefore asked by*** **The Journal** ***to write an article describing how Phillips students prepare for their UN visits.***

An official representation of the UN's New York home, the etching is by Louis Orr, world-famous artist, and has been presented to the 60 member governments of the UN. Special permission to reproduce from the etching was obtained by Robert H. Reid of the NEA Committee on International Relations.

Additional suggestions for planning a group trip to the UN are contained in the December 1, 1952, issue of UNIT. Order from the Committee on International Relations, NEA. 10¢ a copy; quantity discounts.

●

Thirty-five International Scholarship Students from 17 different countries have been guests of the Promoters at one time or another, and letters continuing the pleasant relationships are frequently read aloud at club meetings.

When Hans has had his say, a group of freshmen announce that they have prepared 87 packets of UN material to be distributed to all Birmingham schools for use in the celebration of UN Day.

Jimmy asks for a count of hands to find out how many members plan to attend an interhigh Promoters meeting, in charge of their school, to discuss the issue of Red China's admission to the UN.

The first piece of new business is the plan for the United Nations' birthday party to be given in the art museum of the city hall. Jimmy appoints a committee to serve with civic, church, and college groups which will invite the public to come for fun and refreshments and to learn world neighborliness.

A LITTLE restlessness is felt, for the Promoters have been promised the full details of the UN trip at this meeting. Promoters have waited, often impatiently, until the club sponsors could make final arrangements for Promoters to have three UN study days, tours in New York City, and a day in Washington.

Every one of the members is eager to see and hear the men and women who are helping to shape their destinies. Many of them have worked hard to raise enough money for the trip. All cannot go, however, since only 50 students can be sent from Birmingham's five Promoters' clubs.

The fortunate ones of last year are still talking about the buildings, about lunch in the delegates' dining-room, about such wellknown delegates as Lodge and Pearson and Vyshinsky and about the missions of the "Haves" for the "Have Nots" of the world. Some of the Promoters who went on the first trip five years ago are now living in strategic global points where they are studying or working for collective security, for collective peace.

The sponsor reminds each one to prepare a folder of UN materials for last-minute study on the train. Oh's and ah's fill the room as Promoters dream of setting off to New York the last week in November with a week's excused absence from classes.

The secretary, who is a true soul for duty, reminds the president that no trip will be in the offing unless Promoters test their UN-Q at every meeting. So the questions are given, and the answers are checked before the meeting is adjourned.

INTERNATIONAL events are not vague or unimportant to these youngsters. Their viewpoint is not distorted by prejudice, because they have carefully studied all the facts at their disposal. I think that Jimmy and the other Promoters will be better American citizens because they have a clearer understanding of how the United States fits into a global framework. #

Dreams Can Come True

When Noah first started to work on the Ark,
Folks thought him an easy and credulous mark,
"It's wasting good lumber," the skeptical gloated:
"A new-fangled craft that can never be floated."

The Sphinx and the Pyramids, ton upon ton,
To hosts of Egyptians just "couldn't be done,"
Yet e'en while the doubters were standing agape,
Slowly but surely the wonders took shape.

For centuries pestilence ranged far and wide
While multitudes cowered, then sickened and died,
Till valiants like Pasteur and Koch and the rest
Decided that science could lick any pest.

Yet atoms now threaten the world's very soul,
While peace *bears the label, "Impossible Goal."*
It may prove humanity's last panacea,
But millions still scoff, "What a crazy idea!"

—RAY H. EVERETT, *executive secretary, Social Hygiene Society of the District of Columbia.*

ACTION RESEARCH AND THE CLASSROOM TEACHER

STEPHEN M. COREY

PEOPLE who conduct educational research can be sorted into two groups. The first includes those men and women who use the scientific method to study problems that other people must face and deal with. These researchers are usually members of university or college faculties or public-school research bureaus. In a sense they might be called professional investigators.

The second group of researchers uses the scientific method to investigate instructional problems with which they themselves must cope. They conduct research in order to make better decisions and engage in more appropriate practices in their day-by-day work.

Both of these groups carry out research because they believe that by so doing the education of boys and girls can be improved. The people in the first group, the professional investigators, ordinarily report the results of their research findings in magazines or books, or in lectures. They assume that the people who must actually deal with the problems they have conducted research on will do a better job as a result of having read or heard about their studies.

What Is Action Research?

This short article is not about the research of the professional investigators. It has to do with the studies undertaken by teachers or supervisors or administrators in order that they may make better decisions and engage in better actions in their day-by-day work. This kind of research is frequently called "action research." Applied to school people, it means that the classroom teacher, supervisor, or administrator who is puzzled and concerned about some aspect of his work tries hard to be as objective and scientific as he can, as he goes about trying to improve the situation.[1]

What Makes It Research?

Whether or not a classroom teacher's study of his own work can be called research depends upon the care he exercises in his study. Everything done by a teacher to improve his practices, whether it be research or not, involves a certain sequence of activities. The first step in the sequence, of course, is a feeling of dissatisfaction. Things are not going as they should. Next, an attempt is made to find out just what is wrong, specifically. This is known as the problem definition stage of investigation. For example, a seventh-grade teacher may be dissatisfied because many in his class are having difficulty with fractions in arithmetic. If he has no conception of research as a method of improving his teaching, he may jump immediately to what he thinks will be a solution to his problem. He may give more homework or have contests among the youngsters to see which ones can solve the largest number of problems in the least time.

This quick leap from a vaguely defined instructional difficulty to actions intended to solve it is quite different from the action-research approach. In the latter, the classroom teacher would spend considerable time trying to find out just why particular boys and girls had trouble with fractions. He might give some standardized diagnostic tests, or interview some pupils and examine carefully the work that they were doing in order to find out what their specific difficulties were.

After the teacher who is trying to conduct research in order to improve his instructional methods has developed better ideas about the concrete difficulties his pupils were having in learning about fractions, he would think of as many things as he could that he might do to improve this situation. These "action hypotheses" would represent changes in teaching methods or materials. If the teacher were attempting to do research, he would do his best to consider the alternative and probably numerous possible changes in his practices carefully before he tried out one or more of them. This careful consideration might involve an examination of his own previous teaching experience, conversations with colleagues who are teaching boys and girls of the same age, and reading some of the reports of research on the learning of fractions conducted by the professional investigators.

Getting the Evidence

After this careful consideration of what he might do to improve his teaching of fractions, he would select one or more changes to try out. The next step in the research process would be to get the best possible evidence to find out whether or not the new methods or materials actually resulted in the good consequences that were anticipated. Tests might be administered, interviews conducted with the boys and girls, or the problems worked in class examined. A final step in this action-research process would be to interpret the evidence to see whether or not the modifications in teaching were good ones and to find out what learnings derived from the research might be applicable in the future.

Atmosphere Must Be Right

Many classroom teachers who have attempted to improve their instruction by experimenting and conducting action research have reported that the experience was a good one.[2] It is not likely that many of them will go about trying to improve their practices in this way, however, unless certain arrangements are made that will support and facilitate action research as a method of dealing with practical school problems. In the first place, teachers are not apt to be experimental and willing to try out new practices and be scientific in their attempts to get evidence on the results of the new practices unless

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they feel free to talk about the difficulties they are having. Any teacher who experiments with new methods and materials is tacitly admitting that what he has been doing is less than perfect. Unless interpersonal relations within the school group are such as to make this admission safe, teachers are not apt to conduct research.

A second characteristic of school systems in which teachers feel encouraged to engage in research to improve their practices is that there must be many opportunities for the development of creative ideas about new and presumably better ways of doing things. This is the hypothesizing phase of action research. It leads people to say, "If I introduce this change in my teaching, my problem will be solved or the difficulties at least reduced." Sources for these creative ideas about presumably better practices and materials are numerous—free and frank discussion among school people, reading research literature, visiting other schools and classes, examining new materials, or careful evaluation by the teacher of his own past experience.

Another condition that encourages school experimentation is a widespread feeling of support for trying out new ideas. Action research means putting into practice new ways of teaching that have not yet been tested by a teacher in his own classroom. To the degree that these practices have been tested elsewhere, of course, there is less risk involved in testing them out in a particular class.

Importance of Facts

Probably the most important aspect of action research as a way of improving classroom teaching has to do with the attention given to getting evidence or facts. As most of us try to improve our daily work, we take action on the basis of hurried and often superficial identification of our problems, and the effects of our actions are often evaluated carelessly and unsystematically.

Action research means careful problem definition, and this often requires getting more evidence as to the nature of the problem. Action research also involves a strong emphasis upon getting evaluation data to find out whether or not the changed practices have good results.

Time and Resources Are Needed

A final condition for making action research a common method for practitioners to use as a basis for self-improvement is the provision of time and resources for experimentation. If classroom teachers are expected to study their activities and experiment with promising innovations, our current ideas of what they should do during the school day will need careful reexamination.

When courses of study are prescribed and teachers are expected to follow directions and teach from textbooks or laboratory workbooks or manuals, they can meet one class after another, day after day, with few interruptions other than those needed to recover energy and relax. The situation is quite different when teachers are encouraged to conduct research to improve their classroom teaching.

They will then need time during the regular school day to think, to plan, to gather and interpret data, to discover and create or bring together new resources needed for their experimentation, and to do the many other things that are involved in action research. #

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[1] See: Corey, Stephen M. *Action Research To Improve School Practices.* New York: Teachers College, Columbia University, 1953. 161p.; and Wann, Kenneth D. "Action Research in Schools." *Review of Educational Research,* October 1953, page 337.

[2] Wann, Kenneth D. "Teachers as Researchers." *Educational Leadership,* May 1952, page 489.

That the teen-aged girl, after years of this — *and this* — *and this—is always thought of* — *like this*

REPRINTED BY PERMISSION OF "THE AMERICAN MAGAZINE"

DID YOU KNOW . . .

that *an International Council on Education for Teaching was formed in Oxford, England, last summer? The American Association of Colleges for Teacher Education [an NEA department] took the leadership in organizing ICET, and George W. Diemer, who was formerly president of AACTE, is now ICET president.*

that *NEA leadership helped bring the new, lower rates for sending certain audio-visual materials thru the mails?*

that *the* NEA Journal *received an award of merit from Industrial Marketing for "editorial excellence" and second prize in a photographic contest sponsored by the American Association of Industrial Editors?*

that Audio - visual Communication Review, *quarterly journal of the NEA Department of Audio-visual Instruction, has subscribers in 82 countries outside the US?*

that *the NEA has 14 divisions, five commissions, 18 committees, 29 departments, and one council?*

that *the International Council for Exceptional Children [an NEA department] is a member of a committee of the President of the US which nominates a candidate for the President's Award to the "handicapped person of the year"?*

that *the most important achievement of the NEA in its earliest years [then the National Teachers Association] was the creation by Congress in 1867 of the federal agency now known as the Office of Education?*

that *the American Education Week badges worn by many news commentators, announcers, moderators, and other TV personalities during AEW came from the NEA? Every TV station in the US received such badges.*

BOB HARTWIG PHOTO

Every day there's

SO MUCH LIVING TO BE DONE

by 44 people in 44 stages of five-year-oldness

MARY E. HELTIBRIDLE

"WHERE do the Mondays go when they are gone?" David wanted to know, and his five-year-old eyes were grave with the seriousness of his question. Another kindergarten day had just ended for him, and he was saying goodbye to us.

"I'll see you tomorrow," he said.

"When is tomorrow?" Linda asked. "Will it be Monday?"

"No, today is Monday, and it is almost gone."

"Gone where?"

Where? I ask *myself* where the days go and what happened to the days before they went away. I go to search for an answer in that Sacred Cow, the State Attendance Register. There I have recorded in legalistic codings and in blotted figures the statistical facts concerning my days with my family of five-year-olds.

I wipe some poster paint off my fingers, and try to trace the statistical record of David's days. A little cross tells me that David didn't come to school one day. I remember that the next day, when I saw him smiling at me in the hall as he tugged off his boots, I asked, "Where were you yesterday? Were you sick?"

"Nope," said my David, grinning, and impishly seeming to dare me to guess the answer.

After I gave up, David told me that he had a bad cold. I should have remembered that having a cold is not being sick. Being sick, my family of fives has told me repeatedly, is only when The Doctor comes, and one must stay in bed.

IN MY dutifully kept statistics there is no record of where David's days went. But I remember there were days of tears early in September and days of slow adjustment to group living.

Then there was the day when he discovered an old necktie in our costume box. He wrapped it around his neck, and the ends flapped against his knees. It was gay and glamorous, and David seemed transformed.

Arrayed in this habiliment of grandeur, David suddenly took command of the block-building activities, and soon an extraordinary house was built—a house for the Three Bears. Then he remembered that the original house was in a forest, and soon there was a "committee" sprawled on the floor, painting a forest mural on a long expanse of brown paper.

From that day henceforth David was a schoolboy instead of a baby, and I blessed the necktie for the transformation. But there is no place in the Sacred Cow for such a story, and my long-suffering mathematics professor at college never did teach me how to weave an old necktie into a statistical record.

BILLY stood beside the aquarium, watching the gold fish and the black fish swishing their fan tails over the brilliant marbles. I stood beside Billy, and for a while we were one in our comradeship of enjoying this beauty of color and movement. Then Billy poked a smudgy finger at the glass and tried to recall the word that he had forgotten—then appealed to me, "What do we call this?"

"Aquarium."

Then Billy jerked his chin in the general direction of another glass box. "And what's that?"

"Terrarium."

Swimming fish and glittering marbles forgotten for a while, Billy kept repeating the words to himself—then suddenly I saw a great light on his face, and he said, "Aquarium. Terrarium. They're alike. At the ends."

Where did Billy's day go? It went in the quest of beauty—beauty of color, motion, and sound. It went into a growing vocabulary, and into an understanding of the science of growing things such as fish and mosses.

MOTHERS say, with pardonable pride, "My child can count. He can count to 100." But I am not impressed, for what does it profit a child if he can count all the long way to 100, yet cannot find a place of security for himself in his own group?

Our sandbox is small, and can accommodate only five children comfortably. But sometimes there are six children there, or seven, or more. Eventually some child starts to count heads. Then, after counting and recounting, he issues an ultimatum. "There's too many people here. Somebody's gotta choose some other place to play."

Nobody seems to hear him. The ultimatum sounds again, and then he

Dr. Heltibridle is supervisor of kindergarten, Mansfield State Teachers College, Mansfield, Pennsylvania.

himself volunteers, "I'll go and fix the chairs for music." When such selfrenunciation occurs, I count that day well spent. That is functional arithmetic—expressed in positive social action.

HUMAN understanding and sympathy are being fostered as our days pass by. So is personal bravery.

Becky's mother had told me that Becky had a terrible fear of doctors and nurses. But one day Becky was asked to take Sally Lou to Miss Keeney, our nurse, for repair work on a scratched knee. Becky was reluctant, but sympathy for Sally Lou overcame her fear. For the remainder of the year Becky proudly escorted to Miss Keeney most of our "wounded" and those with an "ouch."

So it happened that Becky's days went into the dispelling of fear.

We sing and dance away a part of our kindergarten day. Records from the masters of years gone by compete with original songs "just made up" by five-year-old artists out of their five years of experience with life.

We are musical jacks-in-the-box, we are lumbering elephants with swinging trunks, and waddling ducks with swaying tails. There was a burst of glory in our room when shy little Albert volunteered to sing for the group—and gave a fervent rendition of "Blah, Blah, Black Sheep."

Why should I worry where the days go when I hear wee Tina humming a tune as she draws a red house with a yellow roof, or hear Janet singing as she empties the watering can with joyous abandon over both the flower pots and the window sills?

JACK, with a wild-western sort of swagger, daily parks his cowboy hat in his locker, and then proceeds to feed the fish. Today he informed me, confidently and as one ranch-owner to another, "I'm givin' 'em more food now. They're growin' and they need more." In the universities I understand that a course of this nature might be called Animal Husbandry—but Jack calls it fun.

THIS year our kindergarten family includes 44 people in 44 assorted stages of five-year-oldness. Their kindergarten days pass swiftly—too swiftly. There is seldom time enough, for there is so much living to be done each day. #

A MARSHALL PLAN IN EDUCATION

George C. Marshall

After receiving the Nobel Peace Prize in December, General George C. Marshall delivered an address in which he stated his conviction that education, free from bias and prejudice, is one of the most practical ways of achieving long-range world peace. He also urged greater cooperation and understanding between countries and a spiritual regeneration that would reestablish a feeling of good faith among men.

Since not all educators may have had an opportunity to read this important speech when it first appeared, we reproduce here the section dealing with education.

BECAUSE wisdom in action in our Western democracies rests squarely upon public understanding, I have long believed that our schools have a key role to play.

Peace could, I believe, be advanced thru careful study of all the factors which have marked the breakdown of peace in the past. As an initial procedure, our schools, at least our colleges but preferably our senior highschools, as we call them, should have courses which not merely instruct our budding citizens in the historical sequence of events of the past, but which treat with almost scientific accuracy the circumstances which have marked the breakdown of peace and have led to the disruption of life and the horrors of war.

Education makes a people easy to lead, but difficult to drive; easy to govern, but impossible to enslave.

—Lord Brougham

There may perhaps have been a "last clear chance" to avoid the tragic conflagrations of our century. In the case of World War II, for example, the challenge may well have come in the early 30s, and passed largely unrecognized, until the situation was unlikely to be retrieved.

We are familiar with specific events such as the march into the Rhineland or aggression in Ethiopia or Manchuria. Perhaps there was also a last clear chance to begin to build up the strength of the democracies to keep the military situation in equilibrium. There may also have been a last clear chance to penetrate to the spirit of the peoples of the nations threatening the peace, and to find ways of peaceful adjustments in the economic field as well.

Certainly had the outcome of the war, with its devastation and disruption, been foreseen, and had there been an understanding on all sides of the problems that were threatening the peace, I feel sure that many possibilities for accommodation would have been much more thoroly explored.

It is for this reason that I believe our students must first seek to understand the conditions, as far as possible without national prejudices, which have led to past tragedies and should strive to determine the great fundamentals which must govern a peaceful progression toward a constantly higher level of civilization.

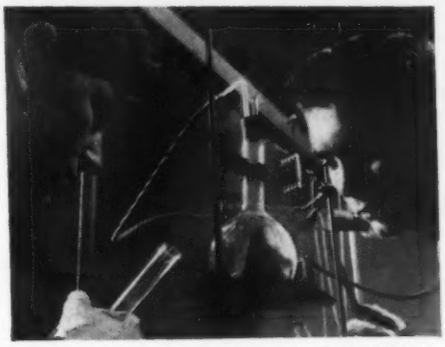
There are innumerable instructive lessons out of the past, but all too frequently their presentation is highly colored or distorted in the effort to present a favorable national point of view. In our school histories at home, certainly in years past, those written in the North present a strikingly different picture of our Civil War from those written in the South. In some portions it is hard to realize they are dealing with the same war.

Such reactions are all too common in matters of peace and security. But we are told that we live in a highly scientific age. Now the progress of science depends on facts and not fancies or prejudice. Maybe in this age we can find a way of facing the facts and discounting the distorted records of the past.

I am certain that a solution of the general problem of peace must rest upon broad and basic understanding on the part of free peoples. Great single endeavors like a League of Nations, a United Nations, and undertakings of that character, are of great importance and in fact absolutely necessary, but they must be treated as steps toward the desired end.

We must depend in large measure on the impartiality of those who teach. Their approach must be on a scientific basis in order to present the true facts. The scientists, no matter of what nationality, make a common approach to their problems. #

Use Your Science Lab Scientifically



ROBERT L. MOONEY

Have you ever pretended with your class that as the teacher you are director of research in a laboratory employing a staff of scientists?

R. W. LEFLER

SCIENCE teachers who are scientists at heart, who are curious, who are honest and unbiased, who are willing to withhold judgment, yet who will formulate hypotheses based on substantial evidence—such teachers can do more to stimulate interest in science and encourage students to continue study in science than all the literature that can be produced.

There is a difference in the degree of sophistication among the problems which beginning and seasoned scientists attack, but there need be no difference in the nature of the approach or in the attitudes of the people who approach the solution of these problems.

The leadership which science teachers can give to boys and girls working on individual or group projects in a school science laboratory, in a home laboratory, or in a cooperating laboratory such as that of an industry or hospital can be just as stimulating as the leadership and encouragement of university professors to PhD candidates.

As a teacher of science, you contribute in many ways to the school and community. You may have a homeroom, hall duty, studyhall, and supervision of school plays or athletic events. You may serve on committees, or keep the school projectors and audio equipment operating. You may teach several subjects. You may be a club sponsor and an adviser to many students. You may serve in the community too—in your church, in civic organizations or clubs, and in your local or state education organization.

And if you are a scientist at heart as well as a teacher of science, you are objective in your approach to all problems. You are always curious; you delay judgment. You live in such a way that students admire you as a scientist and as a person. Consequently, your actions encourage students' interest in science.

You understand that you must teach certain fundamentals—that it is not possible in one short lifetime, and especially during the early years of that lifetime, to obtain firsthand all that has come thru the development of civilization. Therefore, much knowledge will be transferred by the written and spoken word.

You also believe that thru science you can stimulate and continue the natural curiosity of youth. You believe that it is important that students learn to identify problems that are of interest to them, and that they be provided the opportunity to study these problems experimentally.

You think of the laboratory as a place where the physical facilities exist for the study of these problems. You do not think of the laboratory as having been built for the sole purpose of performing experiments one thru 64 of some laboratory manual. You also do not evaluate your effectiveness by counting pages covered or experiments performed.

You do not consider the laboratory an impossible situation because administratively in your school it has been deemed desirable to limit the time to single periods—or because you teach every period in the day and have no time for preparation. You use the time to the best advantage, each day adding that which is accomplished to what was done yesterday.

Instead of the conventional experiments—as for example, on the determination of the freezing point and boiling point of water or the heat of vaporization and heat of fusion of water—you set out with your students to find out what you can regarding the physical properties of water as affected by heat.

You determine by experiment whether or not it is possible for you to cool water below the normal freezing point without its freezing. You carry out experiments to determine whether the freezing temperature of water has some dependence on its immediate previous history, whether water finely divided in soil necessarily freezes at the same temperature as water in bulk.

The results of these investigations do not fill blanks in manuals, but they do contribute to knowledge. And laboratory notes relating to these observations are kept.

You emphasize proper procedures for reporting observations. Sometimes a narrative report is best; sometimes it is best to prepare a graph or a tabular form for recording and reporting data. Each form must be understood and interpreted as the student learns how to communicate his understandings to others.

Yes, teaching expression—written and oral, qualitative and numerical—is an obligation of each science teacher as well as of the English and mathematics teachers. In the writing of these reports, it is seldom that the objectives or conclusions can be copied from a manual or elsewhere.

Mr. Lefler is assistant professor of physics and education, Purdue University, Lafayette, Indiana.

How can the busy teacher conduct this type of laboratory? How can preparation be made for it?

Have you ever pretended with your class that as the teacher you are director of research in a laboratory employing as many as 24 to 30 scientists, working in teams, each on facets of a general problem? Some one in each team serves as chairman. You hold conferences with group chairmen, at times, for over-all planning. You confer with specific groups at times, working with them on phases of their problem. Then too, you work with individuals on their specific problems. You also call sessions of the total group to study together certain phases of the subject and to hear progress reports on the work of individuals or groups.

You do not require that a given exercise be completed each day, but you do expect a gradual unfolding of understanding.

You do not expect to do everything for these "scientists." You expect each of them to take some initiative and to contribute to the over-all development of the projects.

You do not expect every minute to be spent with the test tube or the textbook, but you expect study, reading of reference material, group conference, and conference with experts in the community.

As the director of research, you must have the appropriate materials, books, and apparatus available. You must be able to advise, but you need not know *all* the answers. In research, you are trying to find answers; in teaching, you are helping others to learn how to find answers to their problems.

In order to avoid wasted hours, you must know when a phase of the work is educationally valuable. Yet educationally there is sometimes gain in exploring a blind alley.

It is possible for us to learn organizational technics from the research director. Individuals in the class and group leaders can serve as assistants in the laboratory and aid in everything from bringing out materials and equipment to instruction, leaving the teacher free for conferences with individuals, small groups, or the entire class.

In this type of teaching your days will be more fun, you will see individuals grow as you help them to learn science. But more, you will be helping them to learn how to find answers to problems which are real to them, thru experiments, thru reading, thru all the methods which men use to obtain information on which to establish postulates.

Incidentally, excellent suggestions along these lines are to be found in *Selected Science Teaching Ideas of 1952*, published by the National Science Teachers Association, NEA. $1.50 a copy ($1 to members of the department).

You will be primarily concerned with the growth and development of these students, rather than with the number of pages of text covered.

Your group sessions will not be periods of parroting back the material stated in the text but periods of thinking based on information gained from many sources. Your students will be stimulated by the desire to find the answers to questions which arise in their minds. They will acquire sound reading habits which they will take into adulthood. They will learn basic principles and the methods and technics that will prepare them for continuing study on their own.

You will encourage extraclass activity—ranging from homework on a particular phase of the subject being studied to the serious investigation of some problem growing out of your work. You will make the apparatus and equipment of your laboratory available as books of the library are made available, for use at home or at school.

Note that while it can usually be assumed that each individual understands how to use a library book, students must be "checked-out" on the use of instruments. They must recognize the instruments' limitations and the nature of the care required in their use, but the instruments should be available for students' day-round and year-round use.

You may say that you must keep apparatus locked up, but when every student knows that the apparatus is readily available to him when he has gained competence to use it, there is less need to keep it locked up. You say that the loss by breakage will be larger. Possibly so, but the usage will be immeasurably greater, and the replacement per hour of use has been proven to be much lower.

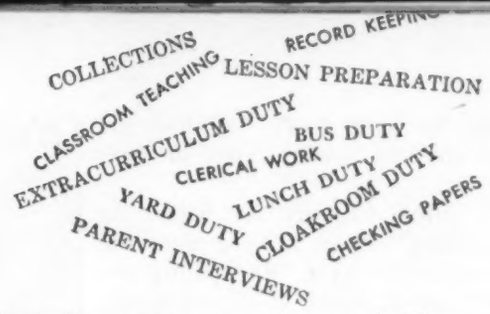
You may say that you haven't the materials, the instruments, the apparatus and supplies; then you have not evolved the kind of long-range program for the development of your laboratory that will convince the administrators and board of education of your needs. The use you have made of present apparatus and materials has not contributed sufficiently to the growth of pupils to make the need of further equipment evident to the community.

It is encouraging that science in our schools is becoming a continuous and integral part of an educational program, that it begins in the first grade with the child who is a natural-born researcher using the experimental method to explore and master his small universe. Possibly we can do more than we have thus far to reduce education by authority and education that substitutes memory for investigation. Possibly we can do more to nurture the research instinct of the child.

Gerald Wendt in his article "The Role of Science Education in a Democracy" in the January 1953 issue of the *Bulletin* of the National Association of Secondary-school Principals says, "It is the great role of science in the primary grades to keep curiosity and the adventurous research spirit alive, for the hope of mankind lies not in authoritative answers, but in the power of research eventually to solve all problems in whatever field."

He goes on to say, "Science education in the secondary school can enliven and focus the native research mind both by revealing the great vista of desirable knowledge and by encouraging the pupil to find the answers for himself, if only by library research. If this be done by inspired teachers, by voluntary science clubs, or by such devices as science fairs or a 'talent search,' the gifted pupils will emerge, ready for selection into careers of scientific research. . . .

"Other pupils too, nonscientists, learn to respect the habit of research, to keep open minds, and to face the problems of life optimistically with the conviction that problems are meant to be solved and that research thinking can solve them. To welcome and attack a problem, instead of fearing it, is half the battle of life." #



FREE TIME FOR TEACHERS

How can the schedule be arranged so that elementary teachers will have some time away from the classroom routine during the school day?

MARION CRANMORE

A DOZEN elementary principals, representing as many types of communities, were meeting one day last fall when discussion turned to the ever-popular topic of released time for teachers.

Listening to that conversation made it clear that the elementary teacher has a great need for a short period at some point during the school day when, for example, spelling papers can be checked, a telephone call to a parent can be made, or a short conference can be held with the principal.

IMPORTANT as this free time is to elementary teachers, all too few of them have a single moment they can call their own, and there seems to be some drawback to almost any plan devised so far for remedying the situation.

"My teachers have time for themselves whenever the special teacher comes to their classes," said the principal from the large city school. "Our music and art are not taught by the classroom teacher. When her class has these periods, she is not required to be in the classroom with the children."

"But what happens to your program?" countered the principal from a suburban community. "We feel that the classroom teacher needs to remain in the classroom when the special teacher is scheduled. After all, art and music are part of the program of the grade, and the classroom teacher has a definite responsibility. Don't you think you lose something when the classroom teacher leaves?"

"Yes, we think we *do* lose something. But after long debate, we have decided that more is gained than lost by letting the classroom teacher have these periods away from her class."

"It seems to me, tho," came the reply, "that this goes counter to our concept of the special teacher in the elementary school. We no longer think of her as a specialist coming to teach a lesson, but as a resource person who contributes to an activity that is already in progress. The classroom teacher is an important part of this, and it is her ultimate responsibility to carry thru with this activity."

"We have arrived at a compromise solution in our school system," offered a third principal. "Our special teachers come once a week. The classroom teacher remains with the group for three out of every four periods. The fourth time she is free to leave, if she and the special teacher have made arrangements about this ahead of time, and both understand what is going to be done. This does not go very far in releasing the classroom teacher, but it is one step toward doing so."

The principal from a small rural community laughed, "We don't have any special teachers in our schools. The only way we have found to give a free period to a teacher is to put two groups of children together for a library period or a music period. This is not entirely satisfactory, but it's the best solution we've found."

"We have no special teachers, either," said another member of the group. "The only way my teachers ever get a minute is by sharing recess duty. Usually two grades go out at the same time, and that gives one teacher about 20 minutes to herself every other day."

"Our teachers have a free period at the end of the day," came another contribution. "Our school is dismissed at 3:30, but our teachers are on duty until 4 oclock. That gives them a half hour for other tasks."

"How about the matter of reporting to parents?" asked a principal as the discussion continued. "Our school does this entirely thru parent conferences now, and our program is arranged so that conferences may come during the school day. When the reporting period arrives, we dismiss the children an hour early each day for a week. This does not give time for all conferences, but it certainly helps."

"We have time for conferences, too," said another principal. "We dismiss school for an entire day during the reporting period. This does not take care of all conferences either, but our teachers do not begrudge some after-school and evening time."

"Have you ever considered the use of a roving teacher?" asked the principal of a university laboratory school. "We have found that we can free each classroom teacher one day in every five weeks for parent conferences by employing a roving teacher."

"We couldn't afford that," one principal replied. "In our school I take classes in order to free teachers for conferences."

"What provisions do you people make for releasing teachers for things like curriculum improvement?" asked the chairman of the group.

The varied replies came quickly:

"Our school budget allows money for hiring substitutes so that study committees may meet during the school day."

"Our budget doesn't allow for that. Sometimes parents volunteer to take the class for a half day."

"We have student teachers and cadet teachers to take over classes."

"We dismiss our children on three different days during the year to make time for staff study."

"We use the week before school

Miss Cranmore is principal of the Burns Park School, Ann Arbor, Michigan.

opens for staff study. Teachers are paid for this week as part of their contract."

"I think you are all forgetting something," came a voice from the far end of the table. "Everything you have talked about is so organized. What about a minute for the teacher on her own?"

THIS unscheduled exchange of ideas left each principal thinking about what more could be done to provide released time for the teachers in his school.

It is a problem that must be faced. Elementary-school teachers are enthusiastic about today's rich and challenging curriculum. They are stimulated by the exciting potentialities of the resources at their command. But they are only human.

By the end of the school day, they are so worn out that their enthusiasm has diminished to a marked degree. Fatigued by the hours in the classroom (where every minute makes multiple demands on their nervous energy and resourcefulness), faced with the immediacy of checking papers in the evening, doing the inevitable clerical work, and preparing materials for tomorrow's use, the zest for searching out new ideas and less-routine ways of teaching may be almost nonexistent.

With their schedules overcrowded, most teachers find, like the queen in Lewis Carroll's *Through the Looking Glass,* that "it takes all the running you can do to keep in the same place. If you want to get somewhere else, you must run at least twice as fast as that!"

A 20-minute period during the school day is often worth more for the routine jobs than 60 minutes after school. When the numerous little tasks can be taken care of during school hours, the teacher is able to use after-school time for doing the "extra" that makes the difference between good and mediocre teaching. There is time to preview that film that sounded so promising, time to browse in the library for supplementary material, time to think about that new project.

Finding free time for teachers is no easy matter. Still some solution must be found if we are going to recruit and retain the good teachers needed so desperately by our understaffed elementary schools. #

Human relations—

THE HEART OF THE MATTER

M. A. F. Ritchie

NO TEACHER should be considered fully prepared to teach until he knows something of intergroup and human relations. He should know that a central fact in the American heritage is cultural and racial difference and that our great land is built out of the mind and muscle and faith of people from many religions, races, and cultures.

He should know the scientific facts on race: simple things such as the fact that no race has a corner on intelligence, the fact that blood differs according to type and not according to race, and the fact that there is no such thing as a completely pure race.

He should be aware that love and acceptance are quite as important for the mental, emotional, and spiritual growth of children as food is to their physical growth.

The teacher knows that no child is born with religious, racial, or economic prejudice. But he should also know that the child reacts early to the social attitudes experienced in the home and that he may have definite prejudices by the time he comes to school. If his attitudes are negative ones, his education in intergroup relations must begin promptly.

To develop the best possible relationships within and between groups, the teacher should also have knowledge and skill in group dynamics.

Indeed he must have some knowledge in these areas if he is to do a good job of teaching the children of all the people from all the places Americans come from.

Tho some of our universities and colleges are making efforts to provide instruction in intergroup relations, a much better job needs to be done in preparing teachers to deal with the baffling problems of intergroup distrust and tension. Good intentions are not enough. And knowledge is not enough! A teacher can be full of the latest anthropological discoveries or the most uptodate group-dynamics technics and yet be ineffective unless he sets a mature example by his own attitude and behavior.

I believe that training in intergroup and human relations should be integrated with every aspect of the curriculum—language arts, social studies, music and art, science, extraclass activities, even homework.

There are all sorts of functional approaches to studying intergroup and human relations. One might be called the special-emphasis approach, such as the study of a particular religious, racial, or ethnic group.

There are many other approaches, such as the analysis of intergroup problems or the study of prejudice as a social phenomenon.

The proper presentation is important. An exciting topic, such as race relations as an aspect of social change, can be murdered by a dry presentation and buried by the refusal to have free and open discussion of a socalled "controversial" topic.

On the other hand, discussion of prejudice may be ruined by trying to find out who is the most prejudiced the first day.

We teachers should use all the best technics we know—they don't have to be new and mysterious. Old standbys are good, such as discussion, reports, displays, visiting resource people, field trips, dramatics, and even an occasional talk by us if we really have something worth saying.

Among the socalled newer technics, role-playing is recommended, as well as audio-visual materials and carefully supervised community observation teams.

We must whet the appetites of pupils to study people quite as avidly as they study their favorite subject. We must create in them the desire to get basic facts, discover underlying causes, and find reasonable solutions.

The teacher also needs to show the community that good intergroup relations are the Americanism of the Declaration of Independence and of the Constitution spelled out in daily living. If the significance of American intergroup relations in international affairs has been discussed openly and amicably in the PTA, parents will not be so afraid of having their children discussing such topics. People fear what they don't understand.

President Eisenhower said in his inaugural address, ". . . whatever America hopes to bring to pass in the world must first come to pass in the heart of America."

And who is closest to the heart of America? We teachers are, for what is closer to the heart of a nation than its children? We must help young people find the answer to human relations for America and for the world. #

Mr. Ritchie is president of Hartwick College, Oneonta, New York.

Ahead of Their Time

New Mexico exceeds its five-year NEA Building Fund quota four years in advance, and that isn't all . . .

A. C. FLORA

Some of the 74 NEA life members in Artesia Public Schools, with NMEA President Stovall

MIAMI BEACH was the birthplace of the spirit which made New Mexico the winner of the NEA life-membership campaign—a part of the NEA Building-Fund Campaign.

Seventy New Mexico teachers attended the 91st annual NEA meeting in Miami Beach last July. Upon accepting the five-year quota of new life members for New Mexico as 325, this group took a tremendous responsibility upon themselves by setting October 31, 1953 as the deadline for reaching their quota. Thirteen of the teachers present took out their life memberships right on the spot!

As soon as the group returned to New Mexico, the drive for new memberships got underway. Travis Stovall, president of the New Mexico Education Association, set the pace, and it was a terrific one. One of the many who assisted Mr. Stovall in the task was Josephine Koogler, Northwest District president, who introduced into the activities a novel competitive note aimed at stimulating competition among state districts.

Mrs. Koogler issued a challenge to other district presidents to enter a contest for the sale of life memberships, with each president making a wager of a commodity or product grown in his district. Mrs. Koogler put up a bushel of apples and a bushel of potatoes.

This challenge was taken immediately by Wesley Freeberg, president of the Southwest District, who put up a miniature bale of cotton. Ed Torres, president of the South Central District and a vicepresident of NEA, answered by putting up a string of chili peppers. Margaret Aragon, president of the East Central District, covered the wager by posting a bushel of sugar beets and a bundle of alfalfa.

Other district presidents entered the contest, and many new memberships resulted.

In mid-July a conference on teacher education and professional standards was well attended by members from all over the state. The urge for each of the district presidents to outsell the other at the meeting was so strong that soon each went out of his own jurisdiction, and sales crews organized by the various presidents sold wherever they could.

When one enterprising lady from a southern district jumped several boundary lines and sold a membership to a male teacher from the northern district, she nearly started a small-scale civil war.

Further impetus was given the drive in August at the State Administrators Conference, and on thru the Local Leaders Conference held in Albuquerque late in August. Each new life member set out at once to sell someone else on the idea.

Charlie Wood, field secretary of the association, and W. B. ("Bill") O'Donnell, executive secretary for the NMEA, put the facts before their membership by creating a "king-sized" thermometer which stood over 10 feet high. Each time a membership was sold, the red ribbon representing the thermometer fluid rose another degree. Put on display at all of the preschool faculty meetings thruout the state, it proved a most convincing piece of advertising, and by mid-September the red reached the top, where the goal of 325 life members had been inscribed.

Artesia, home of the NMEA president, had come in with a total of 74 life memberships out of a total faculty of 147! Lovington, with a faculty of 94, had come in with 14; and Hobbs, with a faculty of 194, with 33 life memberships to put New Mexico over the original quota of 325.

But did that finish up the drive? Not on your life! O'Donnell and Stovall, always ready to make with the work, and Charlie Wood, always available to make with the tools, added another section to the thermometer. It was amended to read 1000 new memberships, and the motto, "Keep your eyes on 1000 and do the best you can," was added.

Both newcomers and veterans have proudly joined the ranks. Madeline Gregory of Hobbs, in her first year of teaching, had the honor of becoming the 325th member. Then there are those like Elizabeth Addington, president of the New Mexico Classroom Teachers Association, who is a classroom teacher of many years' experience; and John Milne, superintendent of schools in Albuquerque, with 47 years in teaching.

The drive for new life memberships in the NEA has had far-reaching effects on the profession in New Mexico. As NMEA Executive Secretary O'Donnell said, "It has brought about a consciousness on the part of our membership of the responsibility that one has to his profession, particularly at the national level."

NMEA President Stovall summarized the feeling of the New Mexico group by saying, "All who have taken out life membership are looking at it as an investment in the future of their profession. It has made the CAP membership quota easy to reach, and has tended to unify the profession to a greater measure than any other single thing which has happened to the teaching profession in New Mexico." #

OUR STATE ASSOCIATIONS

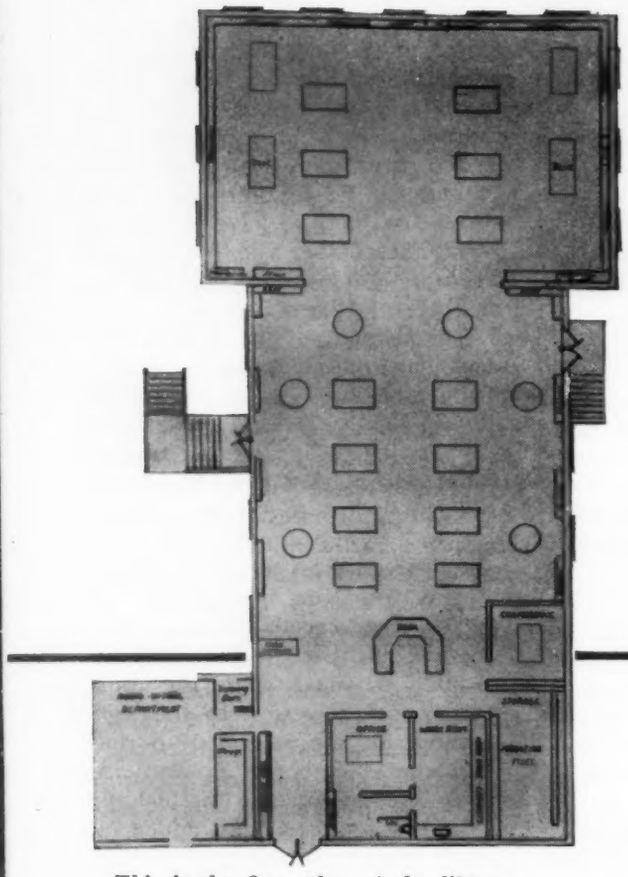
Madeline Gregory became the 325th life member.
MAXWELL PHOTO

Dr. Flora is chairman of the NEA Board of Trustees and co-chairman of the NEA Building Fund Campaign.

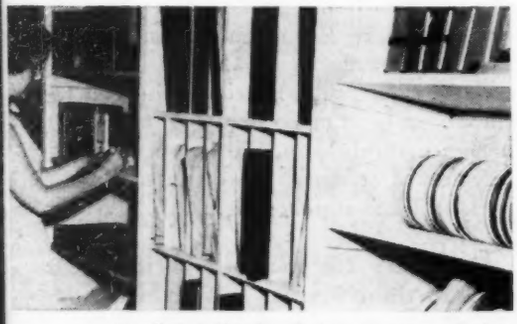
Here is an assembly in the former girls' highschool auditorium just before the work of converting it into a library was begun.

From Auditorium to

Story of an unusual remodeling project in the Decatur, Georgia, highschool.



This is the floor plan of the library, showing allocation of space and the location of various built-in features.



In the audio-visual storage room, shelves are adapted for films, filmstrips, and records. Here a student assistant withdraws a filmstrip to fill a request for classroom use.

Student art exhibits capture the interest of many students. Below the display case are cupboards which house the library's collection of pamphlets.

WHEN the boys' and girls' highschools in Decatur, Georgia, were combined in the fall of 1952, the auditorium of the building formerly occupied by the girls was remodeled to house the library.

The greatest asset of the auditorium as a potential library was its abundant space—6000 square feet—which is far beyond the minimum library requirement for a student group of 1200. Another good point was the shape of the area, which was basically rectangular. The stage end was 25 feet wider than the other end.

The greatest problem in converting the auditorium into library quarters was the typical auditorium sloping floor, which, of course, had to be leveled.

IN OUR newly completed library, space for reading, storage, and work areas is apportioned functionally. For example, the circulation desk is near the main entrance, and the library office, a workroom, and a small conference room are built behind it. Glass partitions not only provide needed light in these small adjacent rooms, but make possible better supervision.

Also near the circulation desk is the magazine file room as well as a listening booth and a storage room for audio-visual materials. All of these units are located in the end of the library where windows are scarce, leaving the well-lighted and ventilated areas for the spacious reading room.

Many built-in features add to the convenience of the library. In the work room are cupboards for paste and shellac; wide and deep drawers for posters, pictures, and display letters; a linoleum-topped counter; a sink with hot and cold water; a broom closet; and a coat closet.

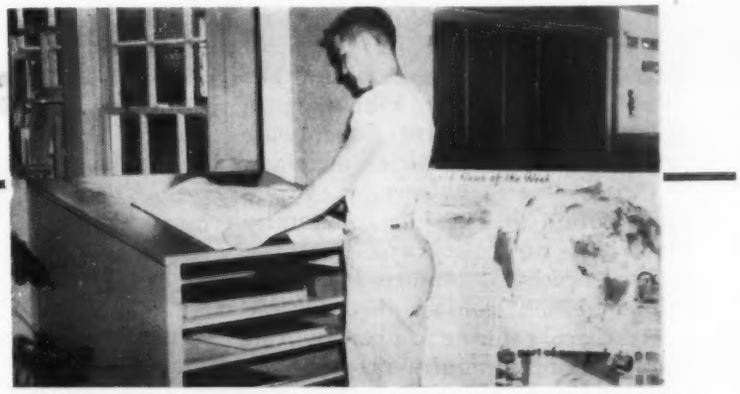
At suitable locations in the reading room, three built-in seats with foam-rubber cushions add informality to the library scene. Display cases, just inside the library door and just off the main corridor of the build-

Mrs. Dickey is librarian at Decatur Highschool, Decatur, Georgia. This article was obtained thru the cooperation of the Joint Committee of the NEA and the American Library Association.

Note student assistants at desk, at attendance table, and (beyond the glass partition) in the work room. At the extreme left, a student committee is working in the small conference room.

The meditation corner is sponsored by members of the student staff, who selected the place for it while remodeling was in process and gave the Bible to the library. They choose and arrange the Bible verses for the display area.

to Library



In the atlas section deep shelves provide a place for big books and maps. The sloping shelf on top and the tripod stand make it easy for the student to use these reference tools.

ADELE DICKEY

ing, catch the interest of passersby as well as users of the library. Space below the display cases is utilized for cupboards which house the library's collection of pamphlets.

Bookcases are equipped with standard-width adjustable shelves. Special shelving units include sloping shelves for current magazines, extra-wide adjustable shelves for oversize books, deep shelves for atlases, and in the audio-visual storage room several sections of shelving especially adapted for films, filmstrips, and records.

Perhaps the most distinctive of the built-in features is the meditation corner, located in an appropriate spot in the reading room. This feature consists of a section of counter-height shelving for books in the field of religion; a bookholder, something like a dictionary stand, made to hold an open Bible; and a bulletinboard on the wall above, large enough to hold a Bible verse spelled out in display letters.

LOUVERED fluorescent fixtures give shadowless light thruout the reading room, and tasteful use of color contributes to the overall beauty of the library. Walls and woodwork, including bookcases, are done in a soft green. Several shades of this color are used in various parts of the room. The deeper greens in the areas with many windows give way to lighter greens in the darker end of the room and the transition is so skillfully done that it is scarcely noticeable.

Asphalt tile in beige tones was selected for the floor covering to harmonize with the light oak furnishings, which were brought over from the old library. Touches of orange in the seat covers and shelf labels, and the varied colors of book bindings, magazine covers, and display materials contrast brightly with the softer tones of walls, floor, and furnishings.

MANY students who enter the Decatur Highschool have already learned that reading is fun. To strengthen that conviction and to add to it the knowledge that learning also is pleasant constantly motivated the planning, building, and furnishing of the new library quarters. #

The current-magazine section is one of the most popular spots in the library.

The section for oversize books includes the library's largest display area. Here sophomore students are putting the final touches on their model of the Globe Theatre. A filmstrip gave them the idea for this English project.

Contact Plus

IT'S THE "PLUS" IN COMMUNITY CONTACTS THAT SPARKS PUBLIC RELATIONS

JOHN L. HUNT

THE ivory towers of education are gone. Now we open the doors of our schools and raise the blinds. Mr. Public is invited to take part in parent-teacher meetings, openhouse programs, and committee meetings.

Schools use many avenues of communication to keep the community informed on policy and program. There is lots of contact, but sometimes we need contact plus.

Is there genuine cooperation in our school-community program? Is there real participation? Does our concept of human relations take in all the publics of our town? How well do we read, think, study, discuss, play, and act together? The answer to these questions determines the plus in school public relations.

The word cooperation has been used loosely and too often. Let's be specific. You need a new school building; juvenile delinquency is increasing; or changing times demand curriculum revisions. Here are typical issues that are of concern to the whole community. How do the schools get cooperation in solving them?

If you, as a professional educator, come to a decision which the public agrees to support, that's one kind of cooperation. If you want cooperation "and then some," get the laymen in on the problem-solving from the ground floor up.

After all, it is their money we're using and their children we are educating. In the long run, decisions may not vary too much thru either process, but the imprint of many hands is better than one rubber stamp.

PARTICIPATION! There's another word that has meaning in school-community relations only when we analyze it. Mother visits the school when Jimmy's going to play trumpet in the fifth row back. Dad will come to the covered-dish supper in the school basement rather than eat a cold snack out of the icebox at home. That's participation all right, but at a pretty simple level.

When mother works on a committee to stage a big community Halloween party at the school so that the damaging effect of mischief night will be lessened, that's participation with the plus. When dad rings door bells to get out the vote on the school-bond issue, chalk up another plus. Let's not kid ourselves. Participation in school-community relations means working together, not just inviting our neighbors to look on.

Who are these people we should be working with? First of all, they are individuals. They think, love, hate, and work in their own way. They vary in the things they like, the things they believe, and the things they do. Some live across the tracks, and some live high up on a hill. Some have children in school and some do not. Some are children and some are grandparents. All of them have a right to be heard.

There are lots of ways for schools to team up with the people. But there are no easy, one-shot technics. They all take extra effort and must be tailored to local conditions and needs. One way to get started may be just getting acquainted. Coming together to have fun sometimes breaks down misunderstandings.

ONE of the blocks to cooperation may be the people's lack of knowledge. They can't work with us if what is happening within school walls is a mystery to them.

Practically all schools have mimeograph or ditto machines. Some own printing presses. Most communities have some kind of newspaper. Lots of schools are near radio and television stations. Let's use all of these facilities and the open house, too, if we want people to know and care about education.

Many classroom teachers and school administrators have made friends in their communities in their efforts to win confidence for the schools. Now, again, comes the plus in good public relations. Do we dare to ask the man on the street, "What can the people and the schools do together to make this a better community?" Then add another plus to this by saying, "Let's sit down and think about it, talk about it, and act on it *together*." #

To have courage without pugnacity,
To have conviction without bigotry,
To have charity without condescension,
To have faith without credulity,
To have love of humanity without mere sentimentality,
To have meekness with power
And emotion with sanity—
That is Brotherhood.

—Charles E. Hughes

Many concrete examples of participation and cooperation between school and community will be found in* Contact Plus, *a 64-page handbook of ideas for improving school-community relations, to be published this month by National School Public Relations Association [an NEA department] in cooperation with the NEA Research Division. $1 a copy. Mr. Hunt, who served as chairman of the NSPRA committee for the handbook, is coordinator of school-community relations for the public schools of Wilmington, Delaware. The illustration is from the handbook.

At right, in a classroom model store, students learn proper selling technics from their instructor.

KRAVITS

At left, a student is briefed by her teacher-coordinator and her cooperating employer at her work station, where she will be employed every afternoon.

Education for the distributive occupations prepares students for

MORE THAN JUST A JOB

ADAM BRUCHER, JR.

SOME surveys have shown that one out of every eight persons gainfully employed is working in a distributive occupation. One authority states that more than 130,000 youths between the ages of 18 and 19 and 150,000 between the ages of 20 and 24 enter employment in the distributive occupations each year.

Most of these young people enter the field without any previous training. The result? High turnover, inefficient selling, frustration, high cost of distribution.

These facts indicate why it is important that schools provide opportunities for students to receive basic education for the wholesale and retail selling of goods and services.

Recognizing this obligation, the school administration of Reading, Pennsylvania, in cooperation with the Retail Merchants Association, introduced cooperative retail training as early as September 1931. Since then, with the exception of a hiatus from 1935 to 1941, education for the distributive occupations has been part of our business curriculum.

After many years of experience with the program, we are more firmly convinced than ever that there is need for and value in the program.

IN OUR program students attend classes in the mornings and work in the afternoons. The teacher-coordinator, who visits students on the job, correlates the practical with the theoretical.

Why education for distributive occupations? This question is often raised by people in and out of school. "Anyone can get a job in a store," they say.

That may be true. But our program aims to do more than prepare a student for "just a job" in a store. Education for distributive occupations gives students a general business education; gives them an insight into the various functions of a store organization—merchandising service, publicity, and control; gives them an appreciation of the fact that these functions are present in all stores, large or small.

It also gives students the chance to evaluate the opportunities for promotion in all divisions, to gain experience and selfconfidence, and to adjust themselves under the sympathetic guidance of the instructor and employer. As an illustration, consider the case of this student:

Raymond, placed with a certain employer, found difficulty in adjusting himself to his job. The employer in turn constantly found fault with Raymond, and after concluding that the boy would never make a good salesperson, requested the coodinator to transfer the student to another store. The coordinator complied and, after analyzing the problem with Raymond, placed him in another store under a different personality.

Mr. Brucher is head of the commercial department and supervisor of distributive education in Reading Senior High-school, Reading, Pennsylvania.

Almost from the first week, Raymond brightened up. He took keen interest in his new job and became an excellent salesperson. He is still working for this firm and has received two promotions in salary and responsibility.

Thus, if a student doesn't get along well in one store, another merchant is willing to give him a chance until he finds himself. Some of our students are transferred as many as three times during the year.

Is this not life-adjustment education?

ONE of the major problems we face is convincing the entire faculty of the worth of the program. Too often, students desiring to take the course are guided into other channels because they are good students with high IQs. As a consequence, even tho we have set up ideal qualifications of scholastic record, aptitude, personality, and the like, we usually take all and sundry to fill a class.

We take the sincere ones, who really want to go into a distributive occupation; the misfits, who shift from one course to another; the potential "economic drop-outs," who can stay in school only if they get a job; and the disciplinary cases, who don't get along anywhere else.

Altho we get such heterogeneous groups, the results achieved with them are gratifying. Many of the students involved have achieved commendable successes in the distributive field. Here are just a few examples:

Helen, who could not have finished school unless she had "earned while she learned," made retailing a career and became a successful buyer in a department store.

Tom, a disciplinary case, is now a successful salesman for a national tobacco company.

Richard, a misfit, became an enthusiastic salesman and later entered his country's service. At the end of the war, he took advantage of the GI Bill of Rights, went to a university, and became one of the students of that university to be placed in *Who's Who Among Students in American Universities and Colleges.*

Many other instances could be cited to show the need for and the value in distributive education.

The taking of any and all students into the course creates another problem: the problem of placement. However, we are fortunate in having a good advisory committee of merchants who are sincerely interested in the program and are willing to help in its development. Consequently, we have no difficulty in placing students in training stations.

HERE are three criteria against which we can measure the program: [1] the number of students who remain in the distributive field; [2] the degree of success they achieve; [3] the statements made by former students as to how helpful the course has been for them.

On the first count, disregarding the girls who married and the boys who are in service, a large proportion are still in retailing. Twenty-four out of 33 of last year's class have fulltime positions. This is a good showing when one considers the fact that taking the course does not automatically guarantee a job and that the trainee naturally has a right to leave the job.

On the second count, it is somewhat early to judge the successes of recent graduates. They are still too young and not quite ready for high-responsibility jobs, but many are on the way. Of the classes prior to World War II we already find successful buyers in department stores, a manager of a finance company, successful salespeople of national concerns, a comptroller of a wholesale dry-goods store, and an owner of a store.

On the third count, we would like to cite a few statements from our former students:

"I could not have finished high-school had it not been for the cooperative retailing course," said a successful buyer.

"Because I took the cooperative retailing course, I was never without a job, even during the depression when my other classmates were roaming the streets looking for jobs," said a department manager.

"I really feel that if I had not taken the course, I would not be in the business field today. In this course, I developed the confidence necessary in the business field under the guidance of my teacher and employer," said a credit manager.

BECAUSE of its practical and realistic nature, we are convinced that education for the distributive occupations is a valuable part of the curriculum with a good future.

In taking such a course, the pupil learns by doing. His laboratories are business, the store, and the community, and he can make immediate use of what he is learning in the classroom. This combination of theory and practice before leaving school gives students a head-start in dealing successfully with our ever-changing economic system. #

TV and Children

THE elementary and highschool students of the Chicago area are spending from 14 to 21 hours each week watching television, according to a survey that I have recently completed.

In spite of the fact that this time represents an increase over previous surveys, I find that parents and teachers are less critical of TV than they used to be and more appreciative of the medium's great potentialities in educating children.

The statistics show that 28% of the teachers and 30% of the parents believe that excessive television viewing contributes to children's nervousness and lackadaisical attitude toward schoolwork.

Both parents and teachers are interested in having more appropriate television programs for children, and especially want dramatizations of colorful books that will encourage outside reading. The adults also recommend more programs at suitable hours featuring music, dramas, travel, literature, current events, and better movies.

To parents who are worried about undue television watching by their offspring, I make the following suggestions:

Offer more opportunities for play and creative pursuits.

Study leisure activities and try to balance recreation programs.

Establish a family council to budget time and establish criteria for selecting television programs.

Help children enjoy reading.

Lead children to evaluate the worth of various programs and books.

Offer guidance in the selection of television, movies, radio, and comic books.

—PAUL WITTY, *professor of education and director of the Psycho-Educational Clinic, Northwestern University.*

No Migrant Headaches!

IN KERN COUNTY, CALIFORNIA, WHERE EVERY CHILD IS ACCEPTED AND RESPECTED.

JESSE D. STOCKTON

ALMOST every one of our teachers in Kern County (the scene of a portion of *Grapes of Wrath*—and I still think Steinbeck exaggerated) is striving mightily to bring the best from *all* his pupils. It makes no difference what the color of their skin—no matter whether they are landowners' children or the children of migratory workers. And I am happy to say that the people of Kern County and California are giving these teachers excellent backing, not only in funds but in moral support.

I HAVE been able to keep track of some of the many children of migrant workers who have gone thru our schools, and a number of them have earned a name for themselves.

I think of Fred and Eddie Mason, for example, two of the boys whom I taught at Kern County Union Highschool, Bakersfield. Both Fred and Eddie made excellent grades in school. Today Eddie is occupying a responsible place in industry in Bakersfield. Fred is a school teacher in our county.

Then there is George Valos. He was the first Greek boy ever born in Bakersfield and was just drifting thru school. He didn't think he could amount to much. But during his freshman year at Kern County Union Highschool, Bakersfield, George was made part of the first-string Sandabs—the B-class football team.

This relatively simple event had a far-reaching effect on him. He began to think that school was worthwhile, and tho the educational base he had previously built was definitely wobbly, his new-found ambition and efforts to stay with the group resulted in his graduation from Kern County Union Highschool and later on, from Santa Barbara, a branch of the University of California. Today George is coordinator of welfare and guidance in Kern County and doing additional graduate work.

We have hundreds of these children, now grown up, who are good, solid citizens.

KERN COUNTY has no unique system for the solution of the problems of educating the child of the migrant worker, and yet we have made great progress, not only in educating these children but in getting them and their parents accepted as part of the social structure of our county.

This acceptance, which is important to migrant children and to their families, cannot be achieved by setting up a separate school system for such children. All our Kern County administrators agreed that children of migrant workers must be incorporated into our schools as welcome and worthy members.

The introduction of cotton-picking machinery has stabilized our population a great deal. The purchase of low-cost homes by the erstwhile migrants has been another stabilizing factor. There is now a tendency for the parents to live at a central place where the children may attend school regularly while the parents go out to nearby areas to work the crops.

The Mexican young people in this area were formerly thought incapable of achieving a satisfactory education on the higher levels. However, as they have been accepted and as their parents have recognized the desirability of education, many of them have been showing great progress and are now accepted without question as teachers in our schools when they are fully qualified. The Chinese and Japanese are beginning to be accepted also.

OUR attendance problem is practically whipped. A few short years ago when we went to the various labor camps and fields in Kern County, we found literally hundreds of children illegally working in the fields. Farmers, labor contractors, and workers treated us as enemies who represented the "law."

Recently, George Valos and I conducted a spot check of the working conditions in Kern County, where a half-million bales of cotton were in the process of being harvested. We visited 27 school districts, checked up on over 2500 cotton pickers.

What did we find? The farmers, labor contractors, and workers were cooperating with us so completely that there was not a single child of school age working in any of these fields during school hours except three who had work permits from the highschools which they normally attended. Such results can be obtained only when everyone from the United States Labor Commissioner to the schools and the juvenile authorities works cooperatively for the

"Mrs. Clay took one look at my paper on gravity and told me to sit under this tree until something happens."

DRAWING BY LES LANDIN

Mr. Stockton is superintendent of schools, Kern County, California.

benefit of all the children of the community.

WE OFTEN fall short of achieving all that we might in human relationships, but there are many encouraging signs that our students are using as their yardstick basic values, untouched by prejudice.

The pupils of Buttonwillow Elementary School District elected a Negro studentbody president altho over half the studentbody was of Southern origin and less than 5% of the total enrolment were Negroes. The Vineland Elementary School District has had Negro boys elected as the outstanding students by a studentbody that was almost completely white and over half of Southern origin.

Younger children seem to have little racial prejudice, but sometimes it does slip in. In Buttonwillow, the school touch-football team played the Lions' Club and was defeated. Then a team of Mexican children from the same school played the Lions' Club and altho defeated, did better than the school team. After this, a division of the studentbody on the basis of Mexicans versus non-Mexicans began to appear.

Sizing up the situation, the superintendent arranged for a group made up of the best members of the school team and the Mexican team to play the Lions' Club. The combined forces defeated the doughty Lions. After this victory the children could see the value of unity.

Incidentally, all mothers, regardless of race, meet together naturally and effectively in the parent-teacher association in this and other school districts of the county.

WE ARE convinced that our judgment has been sound in taking migrant children into our regular schools and making them feel welcome. In places where special schools are created for them, there is a tendency to deny them the best in teachers, equipment, and play facilities. They and their parents quite properly resent this.

I am happy to be able to say that in most of the schools in Kern County I find clean children with happy faces and a friendly spirit. The secret is good teachers, good citizens, and a community that backs its schools! #

By means of a lively education program . . .

Adults Keep Up

THE community forum in Andes, New York, is typical of the type of adult education that is now being carried on by the public schools in the rural areas of the Empire State.

Let's take a quick glance at the forum topics discussed in this little community of 400 during the last 12 months: "Germany—Today and Tomorrow," "Power from Atomic Energy," "Greece—Her Struggle and Involvement," "Farm Labor Problems," "Equality of Opportunity—Fact or Fiction," "Health Insurance—Compulsory National vs Voluntary Private," and "The Crisis in Our Schools." The peak moment of the 1953-54 program in Andes will be reached this spring, when Mrs. Eleanor Roosevelt is slated to speak.

During the past year, this type of civic education has been carried on as part of the adult-education program of the public schools in over 100 small rural communities of the state. Civic Education, as defined in the New York program, includes any educational activity for adults—usually with a subjectmatter content in the social-science field—which has for its purpose the creation of a more alert and enlightened citizenry. In this sense, it does not include the classes in Americanization, altho many foreign-born participate in these activities both before and after naturalization.

PROGRAMS of this sort, designed to "Americanize the *native-born*," have followed several patterns. One is the community forum, similar to the type held in Andes. These forums have been quite varied, both in form and content. Some of them employ the big-name speaker, bringing in someone with a national reputation.

This big-name type of forum has its disadvantages in the small town, however. It often takes more money to bring Mr. Big Name to X-ville than X-ville can afford to pay. Then too, the speaker will want to speak on his own prepared subject, which may not be of paramount interest to the people of X-ville.

For these reasons, many of the local directors of adult education were forced to look elsewhere for forum leadership, and they found lots of talent right in their own communities.

Let's look at a few of these "homegrown" adult-education forums that were produced last year.

ONE fairly common type of forum followed in many communities has been a "Know - Your - Government" series. This plan provides for four or five forums to be addressed by various officials of local government.

The speakers appearing most frequently in these forums have been members of the board of supervisors, the judge of the county court, the county sheriff, and the county clerk. Each speaker simply tells a straightforward story of the functions of his office, pointing out to the adults of the community how they, as citizens, can make his administration a better one.

A discussion period between speaker and audience always follows the platform presentation. By the conclusion of these forums, the adults in attendance have received a practical course in local government. Moreover, they have established a rapport with their elected officials that is conducive to better government.

One interesting variation of this type of forum was presented at another time in Andes. The board of supervisors for the town of Andes held one of its regular official meetings on the stage of the highschool auditorium, so that the adults of the community might see their lawmakers in action. At the conclusion of the meeting, the supervisors entered into a discussion with the audience, explaining their actions. Here

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Mr. Crabtree is head of the civic education section of the Bureau of Adult Education, New York State Department of Education.

with the Times

in New York State rural areas.

ARTHUR P. CRABTREE

was civic education at its meaningful best.

PERHAPS the most daring departure from the "hands-off" position of the public schools regarding controversial issues and politics was made in the adult-education program in New York during the general-election year of 1952. Encouraged by the state bureau of adult education, many rural schools thruout the state held "Know-Your-Candidate" forums. In these forums, the actual candidates in the campaign appeared on the stage of the school auditorium to discuss their qualifications for office and the issues of the campaign.

Strangely enough, no fire department was necessary to quench the controversial fires, and people went away wondering why the schools hadn't been used for such purposes before.

Obviously, the schools take no partisan position in any of these civic-education activities. Their function is to provide the facilities whereby the people may come to discuss the realistic problems that face them as citizens in a democracy.

ANOTHER pattern which has emerged in the New York scene has been the use of the forum as an instrument of public relations between school and community. Last year, for example, when a central school needed a new addition to its building, the director of adult education staged a forum on the subject. A total of 250 adults of the community, delighted to have the opportunity of talking the situation over with the school officials, came out to a series of four meetings on this specific issue of plant expansion and other school-community problems.

Many schools—Manchester, Middleville, Nunda, Massapequa, and others—have used the adult-education forum to cement a better partnership of school and community.

Probably the greatest strength of this forum program has been its adjustment to the infinite variety of problems which confront adults in this complex era of American life. A random sampling of some of the various topics discussed last year reflects this fact.

In various New York State towns, for example, there were forums on "Community Planning," "Juvenile Delinquency," "World Affairs," "Civilian Defense," "Price Controls," "Peace and the United Nations," and "Germany—East and West." The ultimate fate of this thing we call democracy rests upon the ability of people to solve problems such as these.

ANOTHER approach which the rural adult-education programs of New York have made to better citizenship has been via the small discussion group. In several towns, small groups of adults, usually numbering from 10 to 30, meet periodically in school buildings to discuss the problems of the community in an informal way.

They have complete freedom in choosing their topics for discussion, and most of them elect to talk about problems which are pretty close to their home community. Such topics as a new town hall, better street lighting, recreational facilities for the community, and garbage disposal are typical.

Quite often, some of these seemingly commonplace topics are steeped in controversy at the local level. However, it has been pretty well established in these small discussion groups, as it has in the forums, that heat can usually be generated into light thru the process of fair and objective discussion.

FURNISHING programs to civic organizations has proved one of the rewarding avenues to better citizenship in the New York State program. It has long been established that the American adult is sometimes a hard bird to smoke out of his civic complacency. Hence, civic education must be taken to him in his native haunts: at the Kiwanis luncheon, the Chamber of Commerce meeting, and the like. The director of adult education then becomes a "booking agent" for any resource in the community that can be utilized to educational advantage on the programs of the established organizations. The resource may be some local authority on UNESCO, a GI just back from Korea, or a good film on intercultural relations.

Whatever it is, assuming that it has educational value, the formula is the same: Place it on the program of the Lions Club at their weekly luncheon and you have the recipe for a pleasant experience in civic education.

Good films are playing an increasingly greater role in these rural programs of adult education. Many adults will come out to see a movie about some topic of civic interest when they won't come out to hear someone make a speech about it. Hence, such films as *World Affairs Are Your Affairs,* produced with a grant from the Fund for Adult Education, have proved exceedingly popular and effective.

THIS is the story of rural adult education in New York. But it is more than a story of education in the narrow sense. It is the story of a transition in community life.

Thru the medium of adult education, more than 100 town meetings were held in these small communities thruout the state last year. Discussion and decision, the basic ingredients of the democratic process, are being brought back to these little towns.

Touched by the magic wand of adult education, the rural schools have burst into an inviting incandescence by night and transformed into vibrant laboratories of democracy. Gone is the old night-school era, when adults came in to take a routine class in handicraft. The school has now become the cohesive force which binds the rural community together. #

bat

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No baseball fan can forget the thrill of a home run batted over the left-field fence or the double play that saved the game in the ninth inning.

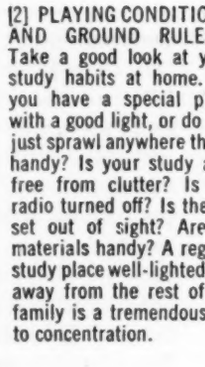
If he's smart, he realizes that these glorious moments aren't just the result of lucky breaks. Good baseball players get to be good by keeping stiff training schedules with long hours of practice, drill, and study.

As students, you would do well to adapt some of the rules and concepts of baseball to your own study habits. Studying, if done systematically and according to rules, can do wonders for your scholastic batting average.

Here are some suggestions, which, if applied, will help put you into the big leagues academically.

[1] SPRING TRAINING—Getting ready is important. Get to know your textbooks. It's not enough to know that your history book is "the thick green one." Examine the title page. It gives a clue to the emphasis of the book. Note the copyright date. Why is this important? What does the table of contents tell you? What is the difference between the table of contents and the index? Why do most books have both? Is there a glossary? What is its function? And don't skip that introduction; it usually tells you about the author's point of view.

[2] PLAYING CONDITIONS AND GROUND RULES—Take a good look at your study habits at home. Do you have a special place with a good light, or do you just sprawl anywhere that's handy? Is your study area free from clutter? Is the radio turned off? Is the TV set out of sight? Are all materials handy? A regular study place well-lighted and away from the rest of the family is a tremendous aid to concentration.



[3] SCHEDULING—Schedule a definite time for study, and stick to it. Don't put off your studying—keep rain checks to a minimum. Budget your study time in terms of your various subject needs.

[4] WARMI—No player steps game cold. Warm your studying at scanning the sect read, paying spec on to pictures, ma grams, and heading sum- maries and qu stions during the w eriod —they will u to determine t rtan points to rem

THIS ARTICLE IS ADDRESSED TO YOUR JUNIOR AND SENIOR-HIGHSCHOOL STUDENTS. WHILE THE SUPPLY LASTS, BLACK-AND-WHITE REPRINTS ARE AVAILABLE FREE.

tter up!

how to make the big leagues scholastically

MARY BIEHN | *Miss Biehn teaches English at Quakertown Junior-Senior Highschool, Quakertown, Pennsylvania.*

RMI —No
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o rem

[6] SCOUTING—Using all the clues, scout around in each day's lesson for the big-league ideas. They're the ones to keep your eyes on. Be on the lookout, too, for interesting new words, and look them up in a dictionary.

[8] PLAY BALL!—After the warm-up, a fairly rapid reading of your entire assignment will help you to get the whole picture of it. Test your reading retention by trying to phrase and answer review questions. This should lead to a second, more careful reading.

[5] LEARNING THE SIGNALS—Topic sentences, headings, pictures, tables, graphs, and words in italics or bold type are clues to important material. Develop the habit of using them.

[7] THE WILL TO WIN—Listen carefully to your teacher's explanation of what the assignment is about and why it's important. Ask questions if you don't understand. (Written notes will help you remember the assignment.) Always read for a purpose, not merely to cover so many pages.

[9] PRACTICING—Keep your batting eye sharp by reviewing headings, topic sentences, and summaries. There are many technics for reviewing and remembering what you have read. To a friend or to yourself, repeat in your own words what you've read; take notes in your own words. Or make up your own technics.

YOUR TEACHERS are your managers, coaches, and trainers. Their direction and encouragement can help you develop from a rookie into a big-leaguer. They can suggest supplementary readings and projects and introduce you to the library and its resources—dictionaries, encyclopedias, atlases, and other reference books.

Teaching American Citizenship

IS THE JOB OF EVERY TEACHER, SAYS *BENJAMIN C. WILLIS*

THE teacher of citizenship is every teacher, whether the pupils are in kindergarten or in senior highschool or in between. And in education for citizenship, everybody's business is *every*body's business. In each class and each activity the pupil learns something, plus or minus, that affects his quality as a citizen.

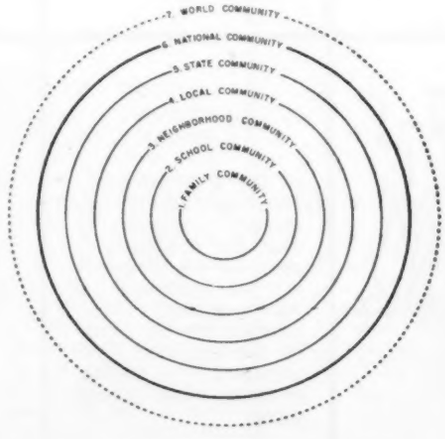
Teachers have long known that only as the schools succeed in teaching citizenship do they succeed at all. But the present decade has seen a new urgency come into this old duty, as we have come to realize the full threat of communism. Communism is more than tyranny, brutality, and lies—it is also a body of ideas. With skillful propaganda, these ideas, altho based on false premises, can be made appealing to the insecure, the oppressed, and the ignorant.

Can we do something *new and different* in our schools to meet this threat and also to maintain a positive program of advancing our basic principles of freedom and justice? The answer seems to be "No." There is no new device, no magic key. But in the best that American teachers do now, the approach seems clear.

New Dimensions of Citizenship

Those who are leading the way in the teaching of citizenship have the deep conviction that the welfare of every community of this nation and of the world depends upon a constantly rising level of civic participation by the men and women of the United States. Not until the 1940s and the 1950s has the truth finally been seen that the civic responsibility of the American citizen extends to the uttermost reaches of the earth. The decisions of his representatives affect the welfare of other men and women the world over. He must learn to take responsibility for the wisdom of those decisions; he must think them thru for himself.

This added duty now carried by the American citizen reduces no previous obligations. He owes loyalty to a whole series of overlapping communities—the home, the school, the neighborhood, the local city or county, the state, the nation. Thru them he receives and enjoys the blessings of life and liberty. The welfare of each larger community depends on its component parts. Now the world community is taking form, and he begins to see that civic good or evil anywhere has its repercussions everywhere. As teachers help children and youth to a realistic understanding of citizenship, they will help each one to accept his place in each of the concentric community circles of which he is a part. [See diagram.]



CIRCLES OF CITIZENSHIP

Who Is the Good Citizen?

The good citizen is first of all a good person. Thus the teacher of citizenship gives time and effort to meeting the basic human emotional needs of each pupil. He works with parents and others to see that every child has the success, the recognition, the security, the affection, the self-respect, the understanding required for a healthy personality. These needs must be met if the person is to be a good citizen.

In addition to sound emotional adjustment, the teacher of citizenship keeps in mind four qualities that mark the good citizen: [1] The citizen knows and understands the story of man's progress toward liberty and justice. [2] He is loyal to the high ideals of human relationship that are basic to the American tradition. [3] He is able to think clearly and critically in making decisions on civic problems. [4] And he has learned, while still young, the habits

Dr. Willis, general superintendent of schools, Chicago, Illinois, was superintendent of schools in Buffalo, New York, when appointed as chairman of the 1954 Yearbook Commission of the American Association of School Administrators.

and skills of cooperative action in meeting group responsibilities.

These things the schools must teach. The teacher must plan and shape events to bring about this kind of learning.

Knowledge and Understanding

Part of each child's birthright is an enduring body of memories about the personalities, the ideals, the achievements of the men and women who have built this nation, and of their forerunners and contemporaries in other lands. He needs knowledge and understanding also of the environmental, economic, social, and political influences that govern human relationships.

The kind of teaching that helps to make this knowledge and understanding possible begins for the younger pupils in appreciation of the home and the school. Thru history of community, state, nation, and world; thru geography, civics, and other social studies; thru literature and many other subjects and activities of the school program, this understanding grows with each year in school.

Both traditional and modern methods of teaching contribute to the learning. Skilled use of uptodate textbooks, field visits to community institutions, demonstrations and dramatizations, extensive use of library and reference sources, the use of daily newspapers and other current news sources, seeing and hearing a variety of audio-visual materials, many informal group and individual activities within classes—these merely illustrate the types of approaches used.

Attitudes of Loyalty

Every citizen needs a genuine devotion to the ideals we cherish as a nation. The teacher seeks to develop such an attitude by vital teaching, by thoughtful use of symbolism, and by evoking spiritual values. From the earliest year in school the pledge of allegiance, the raising of the school flag, the patriotic assembly, and the observance of historic anniversaries have value. There is a place also for the conscious recognition and acceptance of such principles as respect for personality, responsibility as the counterpart of freedom, and the love of truth. Young people should learn to evaluate their own conduct and that of others in the light of such principles.

The citizen needs to know in just what way these ideals are opposed by communism and fascism. No child or youth should leave school ignorant of the methods of tyranny; he should have informed access to its literature and be armed against its propaganda.

Problem-Solving

Charges and countercharges in public life offer a challenge to critical and judicious thinking. School pupils need constant practice in the use of reason. They must learn to collect and weigh evidence and to appraise conflicting points of view. By careful guidance they can learn to use clear thinking in solving group problems that are real to them. With increasing maturity they can give increasing attention to problems of community, state, nation, and world.

Such study will inevitably include controversial issues. Only thru community understanding of the purpose of this learning and thru wise teaching which sees that all sides are presented fairly can such learning make its needed contribution to civic maturity.

Civic Service

From the first-grader who erases the chalkboard to the highschool senior who helps to run the community cannery, the school should continually place the learner in situations where he may *act* as a good citizen.

Much planning is needed. The experiences in civic responsibility and service in school and community organizations and activities should be shared by *every* child and youth, not merely the most willing. The experiences should represent the *different types of communities*—nation and world as well as the home and the state and those in between. At each age the service should represent *growth in selfdirection,* in keeping with the advance in maturity. And the pupils should have a conscious *recognition of the meaning* of these activities as being actual practice in effective citizenship.

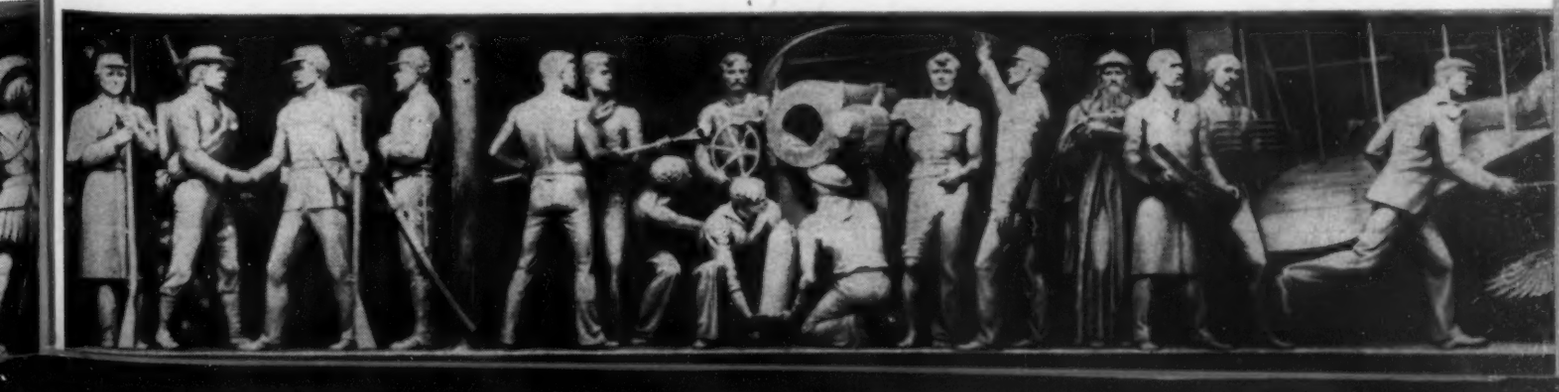
The Adult Community

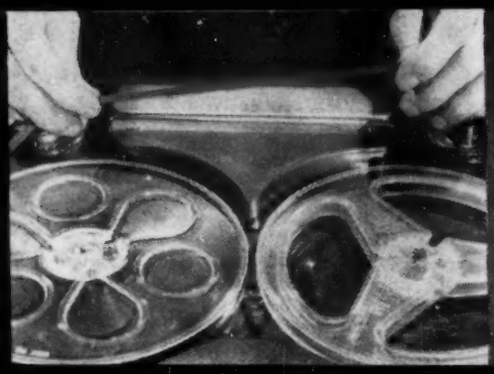
The program of teaching suggested here is needed in adult and higher education as well as in the elementary and secondary schools. What the school administrators and classroom teachers do in citizenship education depends at every turn on the support of the adult community. A program of realistic education for citizenship goes forward only as the community is willing to employ professional teachers and to place them in a setting where positive learning is possible.

In such a setting, teachers can help to provide to every citizen a vision of a future community, nation, and world better than the past has known, and can inspire him with the will and the ability to work toward the attainment of his ideals. #

This article is based on *Educating for American Citizenship*, 1954 yearbook of the American Association of School Adminstrators [an NEA department]. The yearbook deals with the present urgency and aims of citizenship education, its setting in community and school, the instructional program, and the means of evaluation. The yearbook is available from the AASA at $5 a copy.

Yearbook end-papers depict the recently completed frieze of the US Capitol. Illustrations with this article show the beginning of the frieze, by Constantino Brumidi, and the section recently completed by Allyn Cox. The diagram of the concentric community circles of citizenship is also from the yearbook.





1. You begin the process of recording (and the same is true of playing back) by placing the feed reel on the spindle in the same manner a record is placed on a phonograph.

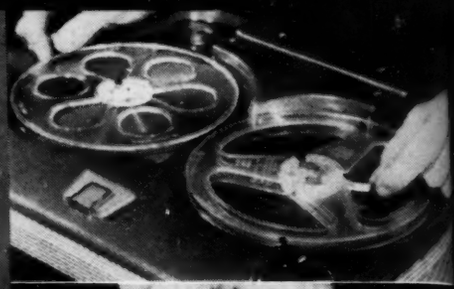
2. The end of the tape on the feed reel is then drawn thru the record-playback mechanism. In most machines, the tape follows a straight path.

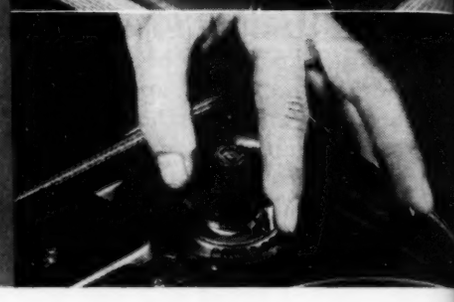
HOW TO DO IT

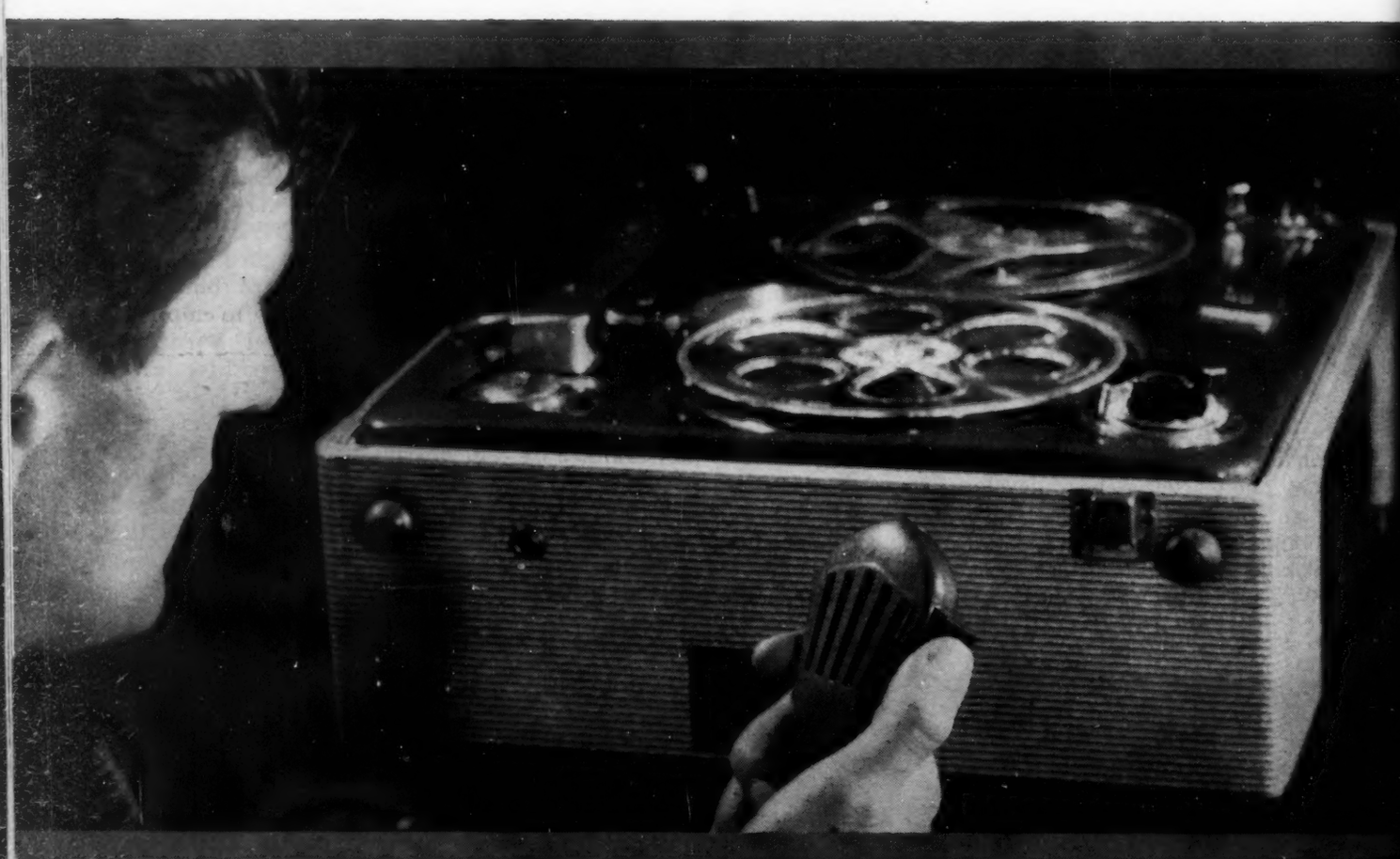
TAPE RECORDINGS

Easy as One, Two, Three

LEO MARTIN AND KELSEY SWEATT







Dr. Martin is chairman of the Division of Communication Arts, Boston University. Mr. Sweatt is in charge of the Office of Audio-visual Education, Massachusetts Department of Education. The article was obtained thru the cooperation of the NEA Department of Audio-visual Instruction.

6. Should you desire to eliminate a portion of a recording or to repair a broken tape, you will need a pair of scissors and some splicing tape. A and B represent the beginning and end of the material which we will eliminate. These points can best be marked with wax crayon or marking pencil immediately after passing thru the magnetic recording and playback head.

7. Points C and D are the approximate points where the tape should be cut to allow for overlap in splicing.

3. The end of the tape is then inserted into the takeup reel. Make one complete revolution of this reel with the hands to prevent the tape from slipping from the slot.

4. Turn on your master control and you are now ready to play back or to record!

THE tape recorder is fast becoming one of the most popular teaching aids. Its versatility permits a variety of learning experiences: It can be used to record material or to play back material previously recorded. Light in weight, compact, and, above all, easy to operate, the tape recorder poses little problem for use in the classroom. Its limitations are but the limitations of the imagination.

The pictorial presentation on these pages illustrates some of the fundamentals in the use of the tape recorder.

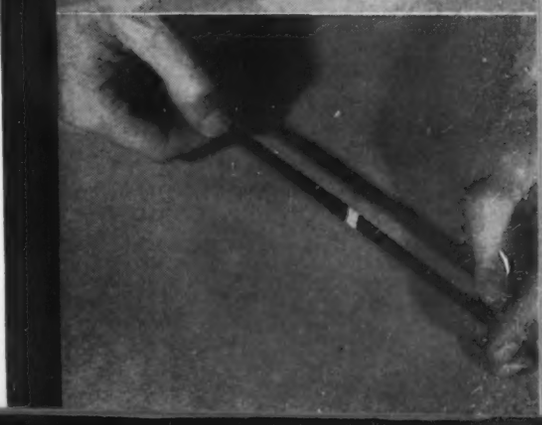
5. For best recording, the microphone should be held directly in front of the mouth, 8 to 10 inches away. An even volume should be maintained thruout the recording. Every recorder has an indicator which shows when the recording volume is properly adjusted. Be sure to find out what adjustment the machine you are using requires.

8. Cut the tape at points C and D; then overlap the two ends so that points A and B almost meet.

9. To splice the tape, cut between points A and B. Then apply the splicing tape to the shiny side of the recording tape so that it connects the two ends. A little pressure will cause the splicing tape to adhere.

10. Trim the excess splicing tape with scissors, and finish the edges neatly.

11. The finished splice is strong and will hold as well as the original tape. Unwanted material has been deleted, and your recording now runs without a flaw.



SOME TRIED-AND-PROVED PROJECTS

OUR LOCAL ASSOCIATIONS

REPORTS from various local associations on their experiences with four types of successful projects were solicited by the JOURNAL editors with the thought that such stories would provide helpful suggestions and inspiration for other groups. Has *your* local association tried these local-tested activities?

Scholarship Funds

SEVEN years ago our local association voted to award scholarships each year to deserving highschool seniors planning to enter the teaching profession. The number of scholarships to be granted and the amount of each depended on the amount of money the local raised. Until this past year we raised funds by charging admission to a bridge party.

Merchants donated door prizes; students made posters, which were placed in store windows and schools. Local association members worked so faithfully that the annual affair was always popular.

However, last year, because a party meant lots of work and solicitation of local merchants, we abandoned the party and instead sold sheets of stamps bearing a torch of learning and the name of the fund.

A special committee—the scholarship selection committee—sends application forms to each local senior highschool. After the forms have been returned, the committee invites the most promising candidates for the scholarships to an informal tea. There committee members learn more about the applicants' needs, scholarship, and personality.

At the annual meeting of our association, the awards are made to those the committee considers most worthy.

—MARGARET E. BARRETT, *Yonkers [New York] Teachers Association.*

IN AKRON public schools, teachers who supervise University of Akron student teachers are extended free tuition for three credit hours at the university for each semester they do supervisory work. With the permission of the university, this free tuition is now being transferred by these teachers to two highschool seniors selected each year by our local for scholarship grants.

This transfer helps to pay tuition for four years of college. The local association also contributes $50 a semester for each student. The only obligation the student assumes is satisfactory scholastic achievement, and he promises that he will make application for a job in the Akron public schools upon graduation.

The program was launched last spring during Career Week, when local-association committee members presented the scholarship plan to the graduating seniors and distributed application forms in our 10 highschools. Our first two winners started at the university last fall, and within four years we hope to have eight scholarship students attending the University of Akron under our scholarship program.

—ELIZABETH RUSSELL, *Akron [Ohio] Education Association.*

FOR a number of years the Evanston Teachers Club and the Evanston Parent-Teacher Associations have maintained a scholarship fund designed to assist Evanston Township Highschool graduates who want to become teachers. By 1949 the plan was evolved whereby a scholarship of $150 is awarded annually to a member of the graduating class. Furthermore, the scholarship is renewable for each of the three successive years.

Each spring our scholarship committee posts a notice that any senior may apply for the scholarship thru his homeroom director. The homeroom director, upon receiving a completed application, prepares a statement of the students' scholarship, activities, interests, and intent to teach. This information is used by the committee in making its selection.

—MARY BURKLUND, *Evanston [Illinois] Teachers Club.*

OUR association has three annual scholarship funds in memory of deceased teachers who taught in Stratford: [1] $100 to the senior who has contributed most to the musical life of the school and community; [2] three $150 awards usually given to outstanding students interested in teacher-educating institutions; [3] a $300 loan fund from which a worthy student going on to higher learning may borrow without interest charges. To date, we have awarded $4835 in gifts and $1825 in loans.

We feel that granting these scholarships is a worthwhile local project because it enables us to help deserving young people, it is good public relations, and it requires close cooperation of the members to raise the money for the scholarships. One way that we raise money for scholarships is by putting on an annual play. Practically the whole association works on it, and we are all drawn closer together.

Incidentally, last year our play was *Our Miss Brooks.* It was a complete sell-out, and made our association $800.

—JOHN OLHA, *Stratford [Connecticut] Education Association.*

Association Shows

LAST year the Tyler Classroom Teachers Association produced a 10-act variety show which played to a packed audience and netted the association enough money to grant a $500 future-teacher scholarship.

Each member of our play committee, which was appointed by our program chairman, was responsible for the writing and production details of one or more acts. A general director, a producer, and a stage manager were also appointed.

The main characters were cast by the committee and directors. Volunteers were solicited for all other parts. Some 200 persons participated in the show, representing every school and level – administrators, classroom teachers, and office personnel. The script, costumes, sets, original music, and choreography were handled by teachers.

Hints to prospective play producers: Don't underestimate the interest of the public. Arrange to present your show two or three times. Also, design your show to appeal to all levels of interest. The humorous, but not too ridiculous, pleases the most people.

In addition to getting to know our colleagues better thru the fun of working together, we were stimulated by the realization that our work would help a deserving student become a teacher.

—DOROTHY SCOTT, *Tyler [Texas] Classroom Teachers Association.*

AFTER our president suggested a play project last year to establish a scholarship fund, our executive committee reviewed many plays and decided on *Dear Ruth* as most suitable. Then the committee circulated a form among our membership to determine in what ways members wanted to cooperate in the project. From these enthusiastic replies, the committee appointed willing workers and chose the cast.

While rehearsals were going on, our public-relations committee was at work. Members prepared posters bearing photographs of the cast, supplied newspapers with stories and pictures of committees at work, furnished local radio stations with spot announcements about the project, and produced mimeographed fliers for distribution in the school.

The culmination of many weeks of work was an enthusiastically received show . . . plus better relations among members of the profession and with the public . . . plus the establishment of our scholarship fund.

—GEORGE J. BARKER, JR., *Portland [Maine] Teachers Association.*

OUR treasury was mighty low. Our president and executive committee suggested a variety show, and it paid off. Altho we charged only 35 cents for students and 75 cents for adults, we took in $678.25; our expenses were less than $50.

How did we do it? Well, a committee of 10 teachers met twice to plan events and enlist participants. Suggested acts were listed, and all our members were asked to register their special talents. Seventy-seven of 182 registered to sing, dance, play in band, or take part in plays. A host of others volunteered to make programs, tickets, advertise, usher, and so forth. Only two full rehearsals were held.

Included in the program was a beauty contest of faculty representatives from our different schools, the faculty orchestra, skits, modern dancing, humorous readings, and skilful "emceeing."

We gave our show to a full house on two different nights—thanks to good radio and newspaper publicity. In fact we had to turn people away; we probably should have repeated the show a third night.

—THELMA PLANT, *Dougherty County [Georgia] Education Association.*

IN ORDER to raise money, our local last year gave two performances of *Here Comes Charlie* by Jay Tobias. Our play committee decided that this farce-comedy in three acts was best suited to our talents. It required a cast of five men and five women.

The Holbrook Junior-senior High-school drama coach assumed the job of persuading faculty members to take parts in the play—which wasn't easy—and then of making actors out of them.

Somehow there never seemed to be a time when all the cast could get together. The only time we went thru all three acts was at the dress rehearsal, the night before our opening performance.

The opening night found the cast suffering from stage fright, jitters, and loss of memory. Somehow we got thru the first performance, and the second night we were seasoned troupers.

When the proceeds were counted, we found that we had made about $300, that we had made many new friends, and that we had had a lot of fun!

—RUTH C. COSTON, *Holbrook [Arizona] Classroom Teachers Association.*

Tributes to Colleagues and Lay Citizens

EACH year the Affiliated Teacher Organizations of Los Angeles, which is made up of 13 groups, sponsors a public-service awards dinner. Awards are given to community leaders who have made outstanding contributions in education, science, culture, and welfare.

We believe the effects of this project are better community relations, public awareness of the good work of community leaders, and encouragement of others to perform additional public service.

Member organizations submit the names of candidates for the awards to the community-service committee of the ATO, which makes the final selection on the basis of the greatest contribution over the years. In 1953 the awards dinner was attended by about 500 representatives of Los Angeles community organizations.

—OLIVE M. DONEGAN, *Affiliated Teacher Organizations of Los Angeles.*

WE SPONSORED a civic dinner last year in recognition of the service rendered the public schools by members of our schoolboard and other leading citizens.

Highlight of the dinner program was a panel discussion involving four leading citizens of Kansas City and four students. The adults were chosen by our organization as outstanding representatives of labor, management, church and home, and government. The students were selected for their outstanding leadership and achievement.

Each panel participant discussed the role various groups play in building good citizenship. The schoolboard president took the opportunity to invite everyone to visit our schools the following week, Community School Week.

The dinner was so successful that our public-relations committee is planning for another civic dinner this year.

—AMY ROSE SHANE, *Teachers Cooperative Council, Kansas City, Missouri.*

OUR association annually sponsors a public-relations dinner to honor outstanding citizens and to promote better understanding between lay citizens and educators. Invited guests include the mayor, commissioners, the board of education, PTA presidents, and presidents of all local service clubs.

At last year's dinner, which was given much publicity in the local newspapers, all past and present board members were honored. In attendance were 16 present or former board members.

Maurice Bement, regional director

of the National Citizens Commission for the Public Schools, delivered the main address, after paying tribute to our schoolboard members.

We firmly believe that these public-relations dinners have resulted in better relations between the public and our local association.

—D. T. MEASELLS, JR., *Jackson [Mississippi] Education Association.*

THE opening day of the Alabama state fair is Alabama Teachers Day. It all began in 1951 when the teacher in each county with the longest period of service was honored. In 1952 the principal in each county and city school system with longest service was honored. In 1953 the honorees were the county and city superintendents.

Several groups work with us to make the day a success. The Alabama State Fair Authority, the Birmingham PTA Council, and others plan the day's program carefully. Hotel accommodations, transportation from the hotel to the fairgrounds, a luncheon, and conducted tours are provided for the honor guests. In the evening they are honored at a barbecue and presented from the grandstand stage. Also two Birmingham newspapers present each honoree with a medallion with the inscription, "Service to Alabama Youth."

In recognition of the importance of education to the advancement of agriculture, industry, and business, in 1953 the Fair Authority gave $100 scholarships to Mr. and Miss Future Teacher of America. These young people were selected at the annual state meeting of the FTA on the basis of outstanding highschool scholarship and leadership.

—SYBIL MCKINLEY, *Birmingham [Alabama] Classroom Teachers Association.*

Workshops on Instructional Problems

WE BELIEVED that the district meeting of the Central Ohio Teachers Association with its 9000 members was becoming unwieldy. Therefore, in 1951 the Dayton Classroom Teachers Association asked the COTA for permission to hold a meeting for the 1800 members in Dayton and Montgomery county. Permission was granted, and funds were allotted.

Since we felt that a workshop type of meeting on instructional problems —like the NEA's Toledo Instructional Conference of 1951—would best meet our needs, we held such a meeting in 1951 and again in 1952.

In 1953, the entire meeting of the Western Ohio Teachers' Association dealt with problems of instruction on a workshop basis. The association includes seven counties and has a membership of over 4000. In two other district meetings in Ohio, time was given for several workshops on the improvement of instruction.

In 1953 we used teachers as recorders, but for the most part the consultants and chairmen were administrators. In selecting them, we kept geographic representation in mind.

In 1954 we hope to have more future teachers and lay people as participants.

—BLANCHE KEYSER, *Dayton [Ohio] Classroom Teachers Association.*

A TRI-STATE meeting on "Moral and Spiritual Values in the Public Schools," sponsored by the Cabell County [West Virginia] Classroom Teachers Association and the Department of Education of Marshall College, was held at the college last March. Invitations were sent to educators in nearby sections of West Virginia, Kentucky, and Ohio.

The program included addresses by J. Mansir Tydings, director of education in moral and spiritual values, department of education, Louisville, Kentucky, and Ellis F. Hartford, professor of education, University of Kentucky, Lexington. The speeches were followed by small-group discussions, which were reported back to the whole group.

Members of the college chapter of Future Teachers of America acted as hosts at a coffee-hour opening the meeting. A luncheon in the college cafeteria closed the highly successful conference.

—VIRGINIA E. LEWIS, *Cabell County [West Virginia] Classroom Teachers Association.*

BECAUSE our teachers wanted to know more about teaching moral and spiritual values, we had a workshop on the subject last year. About 150 teachers attended. Many lay people were also present.

R. B. Baldwin from the department of education of West Virginia University was our main speaker. His talk stimulated discussion in three buzz groups on teaching moral and spiritual values in highschool, junior highschool, and elementary school. Each group was led by a classroom teacher with a recorder and an observer as her aids.

After lunch, we showed two suitable motion pictures, *Whoever You Are* and *One World or None.* Participants then went back to their groups. Later, everyone assembled once more for a panel discussion based on reports from the groups.

—SNOWE BOBBITT, *Ohio County [West Virginia] Classroom Teachers Association.*

AFTER making a detailed study of our district, our district superintendent suggested "The Curriculum—Challenge to Teachers" as the theme for our first workshop.

At our annual district association meeting, each teacher was asked to suggest topics and leaders for workshop groups. The 34 groups suggested were finally narrowed down by the workshop committee to 19. Then the committee was enlarged to include the group leaders, the district superintendent, and officers of our association.

After a tentative program had been worked out, our district superintendent submitted it to the state department of education with a request that we be allowed to have the two-day workshop during school time, September 4-5. The request was granted.

Theral Herrick, director of curriculum, Kalamazoo [Michigan] Public Schools, opened the workshop with a keynote address. Workshop groups met Thursday morning and afternoon and Friday morning. They also lunched together both days.

The general meeting on Friday afternoon included a summary of the workshop findings and an appropriate movie, *Passion for Life.* We then broke up into assigned sections to plan for our work in the year ahead.

Because the workshop was such a success, the state commissioner of education granted two semester hours credit toward certification for each teacher on our workshop committee.

—MORRIS L. PEABODY, *First Supervisory District Teachers Association, Erie County, New York.*

Leaders Can Be Made . . .

THRU PARTICIPATION IN HIGHSCHOOL STUDENT COUNCILS, SAYS

DONALD I. WOOD

OUR complex society demands the best possible leadership to guide us successfully thru the many grave problems we face today. Because of this, educators feel the urgency and necessity of a concerted leadership-training program in the schools.

MANY educators believe the student council is the logical organization to undertake a leadership program. Development of the student council in recent years has provided ample evidence of the potentialities of student participation. In its broadest sense, student participation has as its objective the training of individuals for future successful membership in society, and this involves training for leadership.

School administrators have experimented with various methods of achieving leadership training thru the student council. A recent survey conducted by the National Association of Student Councils indicates that such training is now being carried on thru three principal activities: leadership classes, summer programs, and orientation classes.

IN MANY schools, leadership training is being carried on thru special classes, taught by specially prepared teachers. In virtually every case, however, the student council is the base of such a class, altho other school leaders may be invited to participate. Evidence indicates that the student council is earning a place beside the more formal academic school offerings thru its tie-in with leadership classes.

Such classes are found to exist in 14 states. The instructional program offered seems to strike a balance between development of attitudes and development of skills. Altho courses of study have been worked out in various schools to meet different local needs, they have a definite likeness. In most cases, a textbook is used, together with group-discussion and other teaching technics.

In most schools the leadership class is offered every semester. The class usually meets daily for a 55-minute period. Academic credit is most frequently given in the social-science field. Student officers are usually required to attend; however, the class is offered as an elective to all students.

Schools contacted in the survey were enthusiastic about their leadership classes. Altho not completely satisfied with their efforts, they are convinced that leadership emphasis thru the student council answers a definite need in the secondary school.

ANOTHER significant innovation in training for leadership thru the student council is the appearance of special summer programs to train student-council sponsors for effective performance during the year to come. Many times, elected leaders, eager to succeed in their positions, have a great deal of enthusiasm but little knowledge of what to do or how to do it. Occasionally, faculty sponsors may understand few of the technics to be followed and aims to be sought.

Arkansas, Texas, Colorado, Illinois, Louisiana, Pennsylvania, New Jersey, and Virginia have functioning programs on the state level. Arkansas was the first state to inaugurate such a program, with the other states following after the summer of 1950.

Usually programs are held during August on a college campus. It is felt that by attending the workshop just before school opens, students and faculty advisers will be better prepared to guide their councils to an efficient start. Colleges have usually been eager to cooperate in a worthwhile project of this kind.

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of the National Citizens Commission for the Public Schools, delivered the main address, after paying tribute to our schoolboard members.

We firmly believe that these public-relations dinners have resulted in better relations between the public and our local association.

—D. T. MEASELLS, JR., *Jackson [Mississippi] Education Association.*

THE opening day of the Alabama state fair is Alabama Teachers Day. It all began in 1951 when the teacher in each county with the longest period of service was honored. In 1952 the principal in each county and city school system with longest service was honored. In 1953 the honorees were the county and city superintendents.

Several groups work with us to make the day a success. The Alabama State Fair Authority, the Birmingham PTA Council, and others plan the day's program carefully. Hotel accommodations, transportation from the hotel to the fairgrounds, a luncheon, and conducted tours are provided for the honor guests. In the evening they are honored at a barbecue and presented from the grandstand stage. Also two Birmingham newspapers present each honoree with a medallion with the inscription, "Service to Alabama Youth."

In recognition of the importance of education to the advancement of agriculture, industry, and business, in 1953 the Fair Authority gave $100 scholarships to Mr. and Miss Future Teacher of America. These young people were selected at the annual state meeting of the FTA on the basis of outstanding highschool scholarship and leadership.

—SYBIL MCKINLEY, *Birmingham [Alabama] Classroom Teachers Association.*

Workshops on Instructional Problems

WE BELIEVED that the district meeting of the Central Ohio Teachers Association with its 9000 members was becoming unwieldy. Therefore, in 1951 the Dayton Classroom Teachers Association asked the COTA for permission to hold a meeting for the 1800 members in Dayton and Montgomery county. Permission was granted, and funds were allotted.

Since we felt that a workshop type of meeting on instructional problems —like the NEA's Toledo Instructional Conference of 1951—would best meet our needs, we held such a meeting in 1951 and again in 1952.

In 1953, the entire meeting of the Western Ohio Teachers' Association dealt with problems of instruction on a workshop basis. The association includes seven counties and has a membership of over 4000. In two other district meetings in Ohio, time was given for several workshops on the improvement of instruction.

In 1953 we used teachers as recorders, but for the most part the consultants and chairmen were administrators. In selecting them, we kept geographic representation in mind.

In 1954 we hope to have more future teachers and lay people as participants.

—BLANCHE KEYSER, *Dayton [Ohio] Classroom Teachers Association.*

A TRI-STATE meeting on "Moral and Spiritual Values in the Public Schools," sponsored by the Cabell County [West Virginia] Classroom Teachers Association and the Department of Education of Marshall College, was held at the college last March. Invitations were sent to educators in nearby sections of West Virginia, Kentucky, and Ohio.

The program included addresses by J. Mansir Tydings, director of education in moral and spiritual values, department of education, Louisville, Kentucky, and Ellis F. Hartford, professor of education, University of Kentucky, Lexington. The speeches were followed by small-group discussions, which were reported back to the whole group.

Members of the college chapter of Future Teachers of America acted as hosts at a coffee-hour opening the meeting. A luncheon in the college cafeteria closed the highly successful conference.

—VIRGINIA E. LEWIS, *Cabell County [West Virginia] Classroom Teachers Association.*

BECAUSE our teachers wanted to know more about teaching moral and spiritual values, we had a workshop on the subject last year. About 150 teachers attended. Many lay people were also present.

R. B. Baldwin from the department of education of West Virginia University was our main speaker. His talk stimulated discussion in three buzz groups on teaching moral and spiritual values in highschool, junior highschool, and elementary school. Each group was led by a classroom teacher with a recorder and an observer as her aids.

After lunch, we showed two suitable motion pictures, *Whoever You Are* and *One World or None.* Participants then went back to their groups. Later, everyone assembled once more for a panel discussion based on reports from the groups.

—SNOWE BOBBITT, *Ohio County [West Virginia] Classroom Teachers Association.*

AFTER making a detailed study of our district, our district superintendent suggested "The Curriculum—Challenge to Teachers" as the theme for our first workshop.

At our annual district association meeting, each teacher was asked to suggest topics and leaders for workshop groups. The 34 groups suggested were finally narrowed down by the workshop committee to 19. Then the committee was enlarged to include the group leaders, the district superintendent, and officers of our association.

After a tentative program had been worked out, our district superintendent submitted it to the state department of education with a request that we be allowed to have the two-day workshop during school time, September 4-5. The request was granted.

Theral Herrick, director of curriculum, Kalamazoo [Michigan] Public Schools, opened the workshop with a keynote address. Workshop groups met Thursday morning and afternoon and Friday morning. They also lunched together both days.

The general meeting on Friday afternoon included a summary of the workshop findings and an appropriate movie, *Passion for Life.* We then broke up into assigned sections to plan for our work in the year ahead.

Because the workshop was such a success, the state commissioner of education granted two semester hours credit toward certification for each teacher on our workshop committee.

—MORRIS L. PEABODY, *First Supervisory District Teachers Association, Erie County, New York.*

Leaders Can Be Made . . .

THRU PARTICIPATION IN HIGHSCHOOL STUDENT COUNCILS, SAYS

DONALD I. WOOD

OUR complex society demands the best possible leadership to guide us successfully thru the many grave problems we face today. Because of this, educators feel the urgency and necessity of a concerted leadership-training program in the schools.

MANY educators believe the student council is the logical organization to undertake a leadership program. Development of the student council in recent years has provided ample evidence of the potentialities of student participation. In its broadest sense, student participation has as its objective the training of individuals for future successful membership in society, and this involves training for leadership.

School administrators have experimented with various methods of achieving leadership training thru the student council. A recent survey conducted by the National Association of Student Councils indicates that such training is now being carried on thru three principal activities: leadership classes, summer programs, and orientation classes.

IN MANY schools, leadership training is being carried on thru special classes, taught by specially prepared teachers. In virtually every case, however, the student council is the base of such a class, altho other school leaders may be invited to participate. Evidence indicates that the student council is earning a place beside the more formal academic school offerings thru its tie-in with leadership classes.

Such classes are found to exist in 14 states. The instructional program offered seems to strike a balance between development of attitudes and development of skills. Altho courses of study have been worked out in various schools to meet different local needs, they have a definite likeness. In most cases, a textbook is used, together with group-discussion and other teaching technics.

In most schools the leadership class is offered every semester. The class usually meets daily for a 55-minute period. Academic credit is most frequently given in the social-science field. Student officers are usually required to attend; however, the class is offered as an elective to all students.

Schools contacted in the survey were enthusiastic about their leadership classes. Altho not completely satisfied with their efforts, they are convinced that leadership emphasis thru the student council answers a definite need in the secondary school.

ANOTHER significant innovation in training for leadership thru the student council is the appearance of special summer programs to train student-council sponsors for effective performance during the year to come. Many times, elected leaders, eager to succeed in their positions, have a great deal of enthusiasm but little knowledge of what to do or how to do it. Occasionally, faculty sponsors may understand few of the technics to be followed and aims to be sought.

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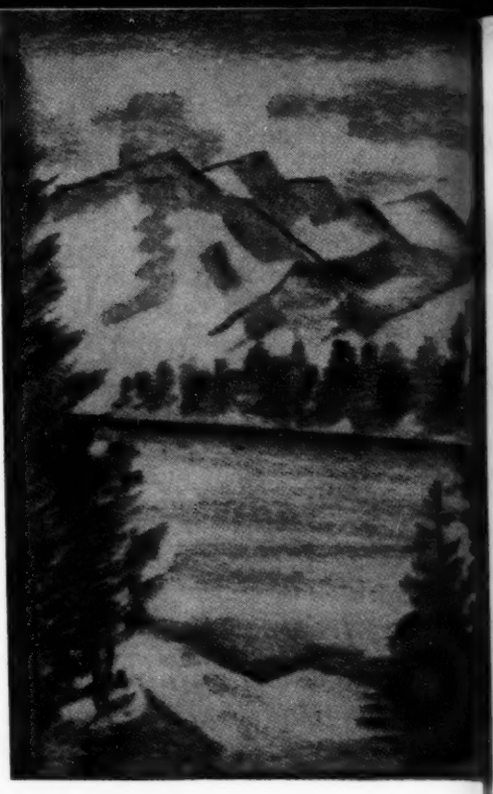
Some ideas have amazing vitality and persistence. "Get lost" you say to one carelessly, only to find it bobbing up again, big as life and twice as natural. Let me tell you about such an idea—an idea so pleasant that we used to think of it as a rosy dream. Lately, however, we have begun to wonder if it can't be more than that—if it doesn't have a fighting chance of becoming a reality.



NEA Vacation Centers for Teachers

can be more than a dream.

OUR dream is called "Vacation Center Plan," and I believe this is the first time it has been mentioned in print. Actually, tho, it was thought about way back in 1945, when NEA officials originally approved the plan for a Division of Travel Service.

It was envisioned that one part of this new program would be devoted to travel and that the other might concentrate on developing low-cost vacation centers for NEA members and their immediate families. The plan was to have five or six such centers in various areas of the United States that offered a pleasant healthful summer climate and plenty of recreational facilities.

In 1946 an experimental vacation center was tried without fanfare in the mountain country of North Carolina. Altho the experiment was reasonably successful, there were definite drawbacks. Furthermore, it became apparent that running such centers on a regular basis would be impractical without greater control of property, policies, and costs. The plan was tucked away for future reference.

Since that time, I have studied the operation of guest ranches, vacation lodges, and similar establishments in the United States and in several European countries. I have gathered quantities of helpful and practical ideas that could be utilized in our own projects. The picture is getting clearer on how these centers might be developed—and so is my realization of what a wonderful thing they could be for NEAers.

As I said earlier, the centers would be located in beautiful—and accessible—terrain. One excellent possibility for the first building site is very near us here in Washington. It is Nanjemoy, the 230-acre tract of land in Maryland deeded by gift to the NEA by Charles H. Shamel. Situated on a tributary of the Potomac, it is a delightful wooded area about 32 miles from Washington, D. C. Imagine the fun of combining all the healthful activities of outdoor country life with fascinating jaunts to the nation's capital!

Other locations that would receive serious consideration are those in national forests. In many of them, sites can be leased by organizations.

Lessees can build cabins and recreational facilities in these areas.

The architecture of the proposed centers would probably vary with the geographic location. What would fit in with Maine pine trees might look unsuitable in Florida. Perhaps as a general plan, there might be one central building which would include a large lounge, diningroom, meeting room, and recreation hall. Sleeping accommodations would be in separate cottages near the main lodge. There might be some cottages equipped with kitchens.

A typical center would be used for conferences thruout the school year. In the summer months a complete recreational and social activities program would be provided. This program might well include, among other things, arts and crafts; horseback riding and pack trips; swimming, boating, and fishing; photography; square dancing; and a variety of social functions.

Since so many teachers want to earn academic credit during the summer months, an effort would be made to make one or more courses available at the centers. A number of institutions of higher learning have indicated that they would be willing to cooperate in such a project.

These centers would all be planned to provide two weeks' or a month's vacation of high caliber at a cost so low that it would be within reach of almost any one of us.

IT's time to remind you that we're still talking about a dream. However, I am convinced that it *can* become a reality if enough NEA members like the idea as much as we do and are willing to take an active part in helping it materialize. Some members we've talked with have even suggested that they would be willing to use their own hands in the manner of an old-fashioned barn raising.

But regardless of how the job might be done, we're eager to get your own reactions and suggestions and those of your group. Please write us. We're adept at reading hunt-and-peck typing and all kinds of longhand. One thing is sure—if the plan does not become *your* plan, it will never be more than a dream.

—PAUL H. KINSEL, *director, NEA Division of Travel Service.*

Advanced Standing for Superior Students

thru examinations at the beginning of their college careers

EDWARD S. JONES and GLORIA K. ORTNER

IN 1932, the University of Buffalo originated an experiment aimed at accelerating the progress of superior students, who found college survey courses repetitious after good highschool work. The socalled "anticipatory college-credit examinations" were introduced to give college credit to entering students for achievement beyond that required for highschool graduation.

The university had found that a majority of the abler students had several more highschool courses to their credit than was necessary for graduation, and many of these courses were in fields taught both in highschool and college, such as trigonometry or a foreign language. It had also found that a four-year college course presented a financial problem for many of these students.

So plans are made by college departments, and regular end-of-course examinations for entering students seeking advanced credit are administered by these departments. In a few cases, objective examining has been used, but in the great majority of cases, questions have been of the essay type, and most examinations have been identical with, or similar to, those given regularly for college-course finals. Nearly 2000 entering students have taken one or more of these examinations for college credit during the past 21 years.

In the early stages of the experiment, many students of only average ability were tested in order to establish the lower limits of feasible examining. The present limits are based upon highschool averages, with nearly all students coming from the upper fifth of highschool. When the selection of students is made on the basis of grades plus the judgment of highschool teachers and a representative of the college, the University of Buffalo has found that 80% of the candidates pass these examinations creditably.

The University of Buffalo has encouraged this project by allowing any superior student coming to the university to take the examinations without cost to him. For those entering other colleges (more than 20 colleges and universities have accepted these credits), a nominal charge is made by the University of Buffalo.

UNDER grants from the Carnegie Foundation and the Ford Foundation, we have evaluated this program as a total university service in this area. The main technic has been a controlled analysis of cases: 188 students who took and passed these examinations in three or more subjects were matched with students who did not take them but were equally able in highschool and were from the same socio-economic level.

There appear to be few significant differences between the two groups. College-grade averages in the first two years and in the last two years of college are slightly in favor of the group who took the exams. Altho the examination group is younger at graduation (since most of them saved a full year of college), they are about as active in extracurriculum activities. They are slightly handicapped in leadership positions in college organizations, but no more than would be expected from their shortened stay on the campus.

Students who took the examinations did significantly more and better tutorial or independent study in college. The mean reduction of time and tuition is one semester and a six-weeks' summer session. The examination group is reliably more likely to finish a four-year college course; 91% received a bachelor's degree or entered a professional school.

The follow-up of graduates several years later indicates a somewhat greater chance that those who take these examinations will take post-graduate or professional studies.

Ninety percent of those who took three or more such examinations feel they have benefited and would repeat the performance again or try out for more credits if they had it to do over again.

When students rated the main benefits of such examining, they indicated as most important the following item: "It gave me a chance to take more advanced courses, avoiding duplication of work taken in highschool," after which, in importance, were: "It helped me to shorten my stay in college; hence to reduce expenses," and "It gave me confidence in my ability to do college work."

Only a small group of the students (6%, according to one sampling) indicated that it made the difference between attending some college or no college; however, about 45% in-

Dr. Jones is with the Office of Personnel Research at the University of Buffalo, and Miss Ortner is a research associate at the university.

OUR MISS BING

"After sitting behind a desk all day, Miss Bing, you must enjoy walking to the restaurant for supper."

—Ethelyn P. Crider, Shippensburg, Pennsylvania; Bette R. Sandbourne, Omaha.

dicated that, having taken the examinations successfully, they were definitely "encouraged to continue in college and graduate."

THERE is some resistance to this program of anticipatory examinations. In the first place, not all college faculty members are enthusiastic and a few are definitely in opposition, usually those who have a caste feeling that anything done while a student is in highschool is not deserving of college credit. Highschool teachers may also be opposed, particularly if they themselves have been in colleges with fairly rigid course structures.

However, several factors have aided in the general acceptance of this program in the Buffalo area, and in its expansion elsewhere. First, during the depression of the 1930s, the program became an important motivating device for postgraduate highschool students who could not afford college tuitions, but could thereby obtain credit toward a college degree. Later, it was felt only fair to veterans that they be credited with all the academic subjectmatter, picked up from whatever quarter, in which they could demonstrate proficiency.

The biggest factor in the growth of credit examining acceptance in many colleges is the principle of individual differences. Many teachers believe it is a good thing for the abler people to work on their own.

Finally, there are many indications that age alone is an inadequate gauge of intellectual accomplishment, and that many highschool students are capable of unusually mature, independent thinking.

In the better highschools, it is now quite possible to have an advanced section in English or history which not only covers highschool requirements but also includes most of a syllabus for corresponding college work, the rest to be finished by the student during the summer.

AS WE look forward to a continuation and an expansion of credit examining, we naturally think of the adult-education level. The possibilities there are hardly recognized and need careful exploring. We believe that an examining service, strongly endorsed by a major university, might well lead to a program of great educational merit in this area too.

IN 70 CALENDAR DAYS!

. . . eight new classrooms were provided for the Newark [Delaware] Special School District

Wilmer E. Shue

September 1953—just an open field

November 1953—a school building, ready for our use

A SCHOOL building constructed in 70 days? You say it is impossible. And so did I. But, it has been done, and the building has been in use since December 2.

Of course, the building will be used only temporarily as a school and is not as carefully planned for school use as it should be. But we were faced with the fact that—because of a sudden influx of families—our school district would be minus 20 needed classrooms when school opened this fall. Construction was well underway on 12 of the 20 rooms, but what to do about the remaining eight was a real problem.

Since all eight would be used in the new community of Brookside Park, the developer of the project was approached with the idea of using eight of the Brookside Park houses as classrooms.

The developer countered with the proposal that he build a permanent building that could be used temporarily as a school at a nominal cost. He explained that when it was no longer needed for a school, the building could be repossessed by the development and used as a professional office building. This offer came in mid-July 1953.

We got the red tape partially untangled by late August, and even without a signed contract, Brookside started construction in September and finished in time for us to have open house in November.

The plans for the building were drawn and the building erected without any supervision on our part. Although we realize that school people should work closely with school architects and builders, in our desperate circumstances we were willing to depart from the recommended procedure. The developers were free to go ahead with their own plans uninterrupted.

The building is made of brick, with all modern appointments. Each of the eight classrooms measures 21'4"x28'; each is equipped with a wardrobe. Interior walls are partly of painted blocks and partly pine-panelled. The rooms are heated by a radiant heat system built into the floor with each room on an independent thermostat.

Two hundred and fifty boys and girls are now attending classes in this building. They are all within the prescribed one mile distance for which transportation is not ordinarily provided. However, there are no sidewalks in the area, and heavy construction equipment is all about; therefore, the district has requested that the state transportation chief haul the children by buses until sidewalks have been completed and construction equipment has been removed. He has consented to provide such temporary bus service.

We know our solution to the problem of providing schoolrooms is not ideal. But we do believe we found a good solution to the problem of finding *temporary* housing when provision of wellplanned classrooms was out of the question.

The district has contracted to use the building a minimum of two years. When the district no longer needs the building, Brookside will repossess it.

The president of Brookside Park Associates has spared neither effort nor cost to provide these temporary school quarters for the children residing there. And it was all done in just 70 calendar days! #

Mr. Shue is superintendent of Newark Special School District, Newark, Delaware.

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Facing Up to Our Problems

THE Centennial Action Program was adopted by the NEA in 1951. It will reach its climax in 1957.

Nearly every state association and 2301 local associations already have adopted the 21-goal program in principle.

Progress toward some of the goals can be measured. In 1951, 4000 local associations were affiliated with the NEA; now 4904 are affiliated. NEA membership advanced from 465,000 in 1951 to 520,442 in 1953. Other examples could be cited.

These accomplishments are good, but we have not moved forward at the rate called for by the CAP goals. We have not moved forward fast enough to meet the expanding needs of our schools. What are these needs?

More teachers—The need is painfully apparent. The major means of getting and keeping a sufficient supply of professionally prepared teachers is higher pay. We need more facts. We need better dissemination of the facts. We need public understanding.

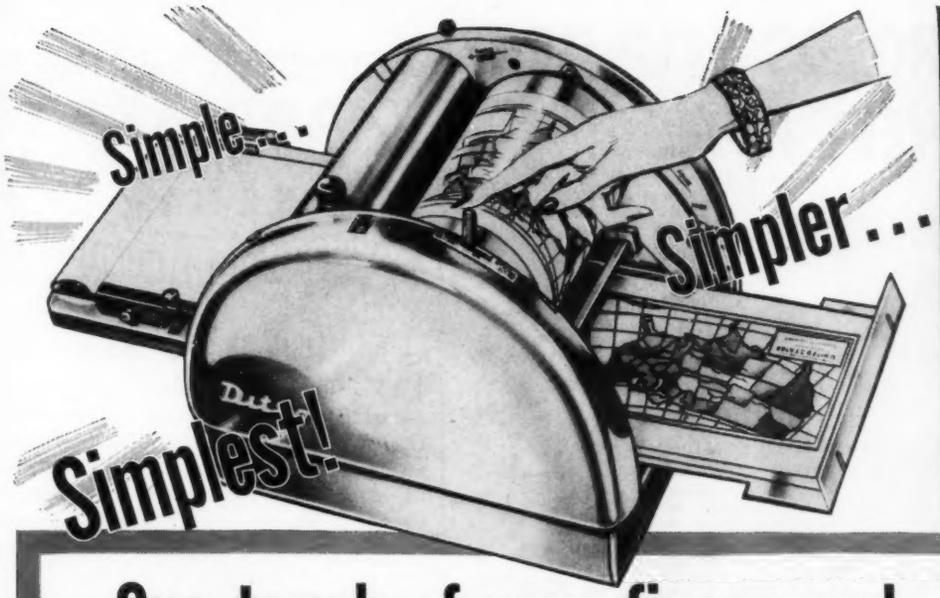
Better teaching — Teachers have too heavy a load to carry. Even the most competent and faithful teachers cannot cope with overcrowded classrooms and the many related responsibilities. Another reason is the gap between research findings and classroom practices. We need a stronger program of selective recruitment, improved teacher education, and a systematic nationwide exchange of insights, knowledges, and skills.

Greater public understanding and support—The perils of public misunderstanding and public indifference now so widespread threaten the foundations of our public-school system. We need fuller use of all media available, including press, radio, television, and audio-visual materials.

Improvement of our organizational structure — Our professional organizations are the channels thru which the teachers of America can work together. In addition to our valuable NEA JOURNAL and other publications, more direct contact with members is needed. Changing conditions also require certain improvements in the machinery of the NEA and its relations to the field.

Every NEA member is helping to solve these problems.

—WILLIAM G. CARR, *NEA executive secretary.*



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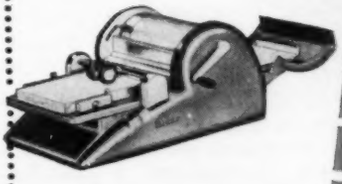

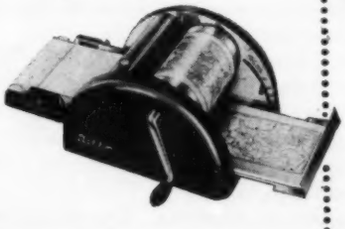

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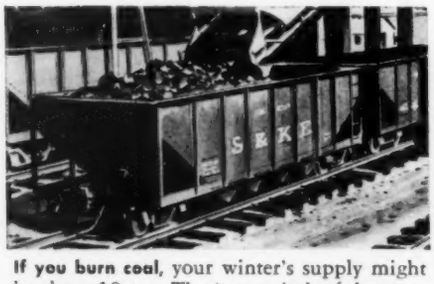
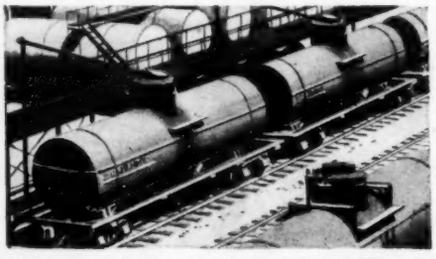
HOW THE RAILROADS HELP HEAT HOME SWEET HOME

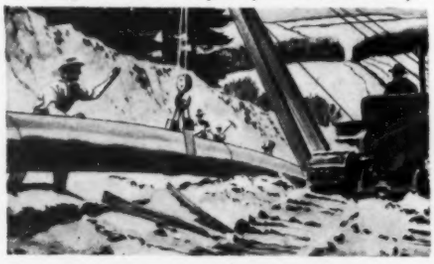
When blustery winter winds roar and it's snug and cozy inside — that's when you really appreciate a nice, warm house! And, no matter how your home is heated, the railroads play a big part in keeping Old Man Winter where he belongs — outside!



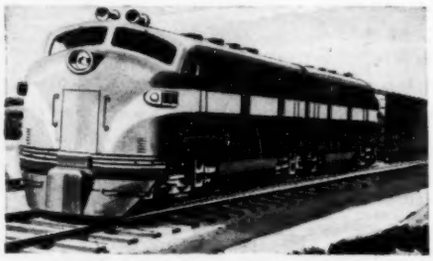
If you burn coal, your winter's supply might be about 10 tons. That's one-sixth of the average load carried in just one "hopper" car. Last year the railroads moved more than 6 *million* carloads! In one of the most efficiently coordinated operations to be found anywhere in industry, mines and railroads work together so that coal, deep in the ground yesterday, may actually be on its way to your dealer today!



Does an oil burner supply your heat? The oil you use may well have moved from the loading rack of a great refinery such as you see in this picture. Tank cars like these can haul as much as 16,000 gallons. Each year approximately 1,500,000 carloads of petroleum products are carried by America's railroads for thousands of home and industrial uses.



Even if you use gas to heat your home, railroads help keep you warm. The great pipelines that carry gas are made of steel and in making steel the railroads play a vital role! For vast quantities of iron ore, limestone and coal are needed — the railroads deliver these tremendous loads right to the steel mills. When the pipes are made, they, too, are carried by rail.



But the railroads' heating job isn't confined to making fuel available. They help make possible modern methods of insulating the home by hauling both raw materials and finished products. So, you see, that in keeping you warm and in bringing you most of the things you need and use every day, the big, basic transportation job is done by America's railroads!

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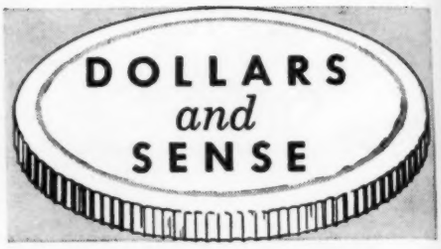


Life Insurance

LIFE insurance, together with Federal Social Security, affords the best protection society has thus far been able to devise to provide for dependents in case of death or for retirement needs. An investment in insurance should precede other types of investments. But the wise selection of the kind of insurance one needs for his particular situation is not simple. An insurance program that is just right for the man next door might not be at all suitable for you. And the amount and kind of insurance you need and can afford today may not serve your purpose a few years hence.

Primarily, life insurance should afford protection. Here the most important consideration is the age and number of dependents. This poses a problem for the young man whose income is small at a time when his family needs the greatest amount of protection. His best buy may be term insurance, but he must buy the right kind of term.

Choosing the right kind of insurance calls for some knowledge of the types available. It also calls for choosing a reputable and wellinformed agent who recommends only after analyzing your particular needs. Beware of the insurance "salesman."

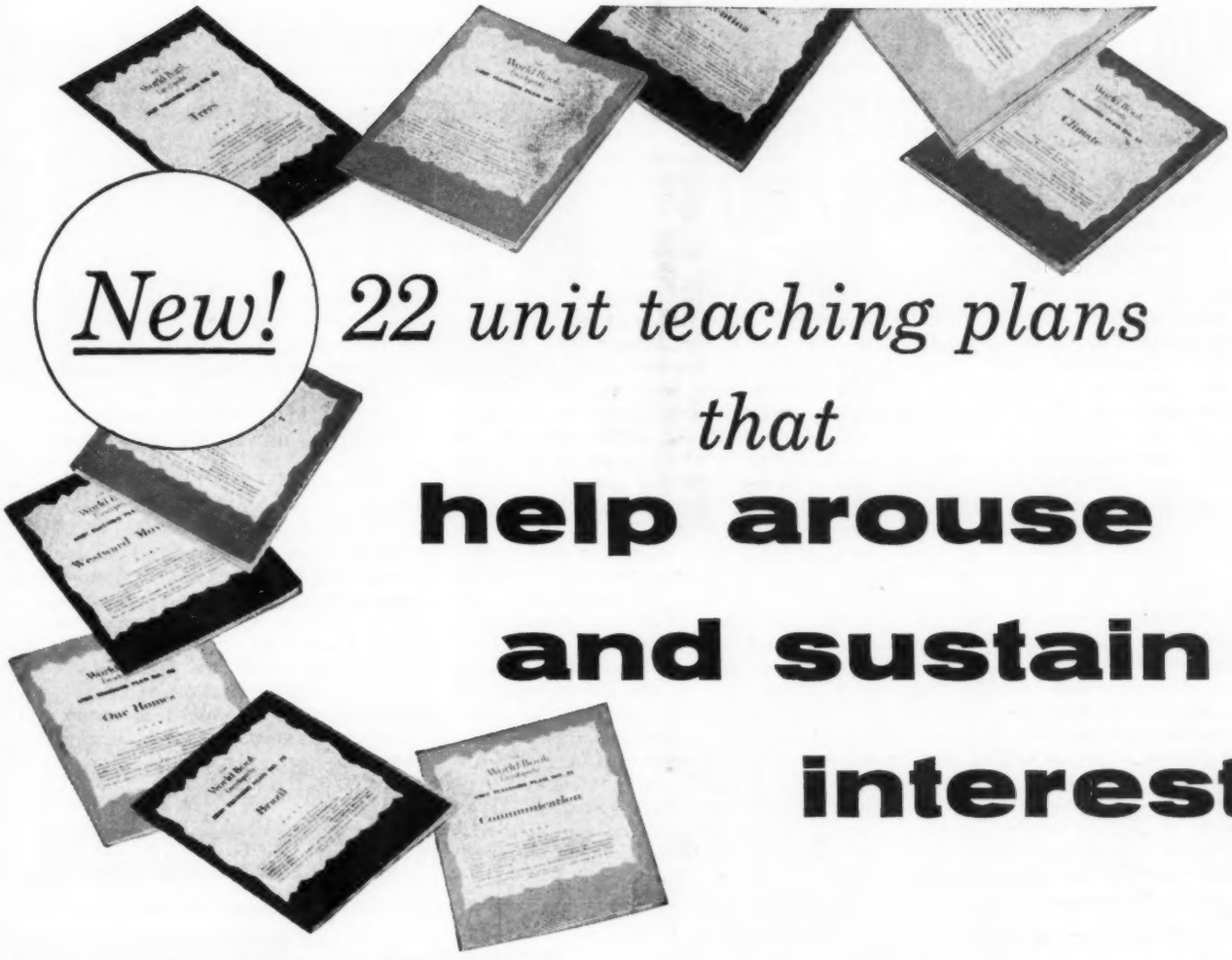
Investing in the right kind of insurance is only the first step. Many a good provider buys sufficient protection for his family, but fails to choose settlement options that would give them the greatest benefit.

Frequently not enough consideration is given to the company from which one buys. Mail-order and cut-rate insurance companies are to be avoided.

Providing adequately for our insurance needs is necessary to sound financial planning. Establishing a life-insurance program is not a one-time proposition. It is a continuous process, calling for periodic adjustments in terms of altered circumstances.

If you would like a free bibliography of materials that explore this subject in greater detail, write to the United Business Education Association, an NEA department, and enclose a stamped, self-addressed envelop.

—HAMDEN L. FORKNER, *Teachers College, Columbia University, and* RAY G. PRICE, *professor of business education, University of Minnesota.*



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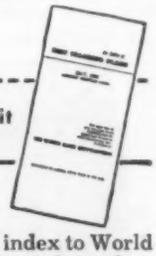

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Easy Does It

AFTER 20 years of dealing with students in grades four thru 12, I should like to pass along to new teachers a hint about handling everyday classroom behavior. It is this: Easy does it!

Last year I contacted daily about 190 students in grades seven thru 12. My classes included beginning math, algebra, and social studies.

This was challenging, to put it mildly. For example, immediately after a senior class in problems of democracy, I had to shift gears and be ready for a boisterous, last-period class of seventh-graders who had just come in from a close softball game. In such a situation, if a climate of easy-does-it can't be produced, the wear and tear on everyone's nervous system is terrific.

I began to develop my easy philosophy after reading an article about a successful Broadway comedian. His secret for audience control was to lower his voice when he found he was losing his audience. He knew that what he said could not be heard over the restless chatter in the theater and that the more noisy ones would subside, feeling that they might miss something. Identical methods work in the classroom.

Fortunately, I did my student teaching with a quiet, easy-going, soft-spoken teacher whose manner was always one of courtesy and ready acceptance of students' rights and privileges. It was here that I gained my first insight into the importance of mutual consideration and respect on the part of teacher and students—the foundation of the easy way.

A gym teacher with whom it has been my pleasure to work is partly responsible for the title applied to this article. Whenever he meets a student racing up or down the school stairs, his ever-ready remark that brings cheerful cooperation from the students is: "Take it easy; you'll live longer."

This precept applies equally to teachers, because each little emotional upset has its effect, its toll charge on the nervous system and the blood pressure, its contribution to the pile-up of anxieties that can take the joy out of teaching.

Sharing the interests and hobbies of students helps school life to follow the easy pattern. Last year's World Series was followed avidly by my seventh-graders, who knew as much as I did about the players of the contending teams. Later on, when that last-period class showed signs of restlessness, I suggested that since it was the last period and they were tired, maybe a "seventh-inning stretch" would be the answer. After time out to yawn and stretch—with the windows wide open—the class settled down for the rest of the period. It took only a couple of minutes, and it saved that nagging which neither student nor teacher likes.

I use whatever devices I can to save wear and tear on the nervous system. I have even used the light switch to signal for order. Our classes have five minutes between periods. This is longer than is needed when a class comes from just next door, and in the remaining time things can get quite noisy. After alerting them to my scheme, I started the practice of switching the lights on and off when it was time for the class to begin.

Running all thru this easy method, there must be a give-and-take manner, cushioned by a sense of humor. Many unpleasant moments can be avoided by an anecdote that fits the circumstance or by the teacher's willingness to laugh at himself. It never hurts class morale or efficiency to take time out once in a while for a good laugh, whether the incident has been aroused by a student or the teacher.

School is undoubtedly a place of refuge and comfort to some unfortunate youngsters whose home environment is pretty grim. It can be an even happier place if teachers get alongside their students, help them at their tasks, and move the educational burden gently and patiently with an easy-does-it manner.

—PAUL L. FOOTEN, *Bruce Highschool, Western Port, Maryland; formerly of Barton [Maryland] Highschool.*

For the beginning teacher

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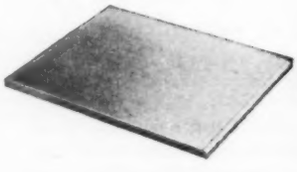

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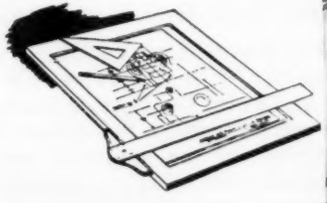

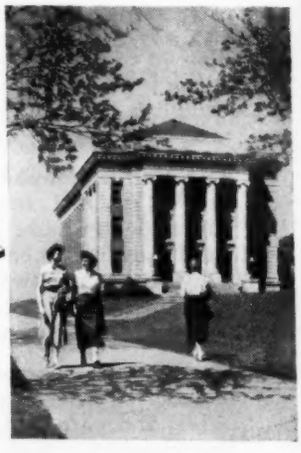

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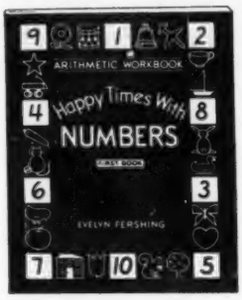

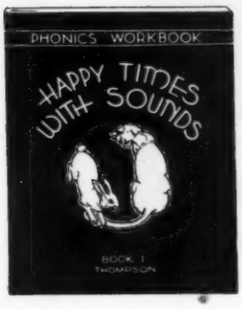

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Kline Is New NSEA Executive Secretary

DONALD F. KLINE of Lincoln, Nebraska, became executive secretary of the Nebraska State Education Association on February 1. Mr. Kline succeeds Archer L. Burnham, who has served as NSEA executive secretary since 1938.

Houston Raises Salaries

SCHEDULE increases of from $240 to $420, a percent increase of approximately 8.7% over 1952-53, are reported in the 1953-54 salary schedule from Houston, Texas. For classroom teachers the bachelor's-degree class ranges from $2963 to $5000, and the master's-degree class from $3221 to $5250. Increments are $150.

Allied Youth

IN 1953 Allied Youth received its third Freedoms Foundation Award for the AY program of alcohol education and alcohol-free recreation for high-school students. W. Roy Breg, executive secretary of AY, reports that 41 new AY posts were established last year, and that 260 posts with a membership of over 21,400 are now operating in 38 states, the District of Columbia and Nova Scotia, Canada. AY headquarters are at 1709 M St. N. W., Washington 6, D. C.

Atomic-Energy Education

A PROGRESS report on what schools are doing in atomic-energy education is found in a special supplement to volume 35 of *School Life*, entitled *Citizenship for an Atomic Age*, prepared by the US Office of Education in cooperation with the Atomic Energy Commission and the Federal Civil Defense Administration. For copies of this special issue, write to Superintendent of Documents, Washington 25, D. C. 15¢.

The Land Where Hate Should Die

This is the land where hate should die—
No feuds of faith, no spleen of race,
No darkly brooding fear should try
Beneath our flag to find a place.
Lo! every people here has sent
Its sons to answer freedom's call;
Their lifeblood is the strong cement
That builds and binds the nation's wall.

This is the land where hate should die—
Tho dear to me my faith and shrine
I serve my country well when I
Respect beliefs that are not mine.
He little loves his land who'd cast
Upon his neighbor's word a doubt,
Or cite the wrongs of ages past
From present rights to bar him out.

This is the land where hate should die—
This is the land where strife should cease,
Where foul, suspicious fear should fly
Before our flag of light and peace.
Then let us purge from poisoned thought
That service to the state we give,
And so be worthy as we ought
Of this great land in which we live!

—DENIS A. MCCARTHY.

Louisiana Group Life Members

PICTURED above are the superintendent, supervisory personnel, and principals of Tangipahoa Parish [La.] Schools. The Tangipahoa Parish Principals Association recently voted to become life members of the NEA, and the superintendent and supervisory staff have also joined the NEA 100%, reports Superintendent J. F. Corkern.

Seated left to right: Sarah Klein, Ralph Lipscomb, Dewitt L. Sauls, J. F. Corkern, Paul Wayne, Jack Lanier, Jack Autin, Virginia Anzalone, Maude Robertson.

Standing left to right: C. G. Forrest, Edwin Newman, Charles Van Vrancken, Vincent Vaccaro, Brooklyn Hayden, Gertrude Martin, Elmer Sanders, W. E. Butler, Harry Snyder, Hillery Bickford, W. F. Beyer, W. E. Walker and H. W. Fortinberry.

PHOTO BY NEWS DIGEST PHOTO SERVICE

OTF Suit

"CARE" PHOTO

THE picture above shows the principal of a girls school at Pusan, Korea, being fitted for a new suit tailored from cloth provided by the NEA Overseas Teacher Fund.

LOCAL-WISE

It's a good idea . . .

To determine the fair share that certificated employes of a school system should be expected to contribute to a community-chest fund. The Des Moines [Iowa] Education Association United Campaign Committee, Alvin Munson, Jr., chairman, made a study because of dissatisfaction with existing practices in contributing to the local United Campaign fund. Recommendations based on the findings were adopted, and last fall the DMEA made 111% of its quota. "Everyone was happier about contributing," reports John H. Kilgore, DMEA president.

To express appreciation for outstanding educational leadership. The Classroom Teachers Association of Midwest City [Okla.] helped promote a citywide celebration in honor of the work of Oscar V. Rose, school superintendent, on behalf of the schools and children of Midwest City. "More communities should take stock of what their school leaders mean to them," says Mrs. Mildred Webb of Midwest City CTA.

To join with other groups in conferring with legislators on legislation of importance to all. The legislative committee, Ellen Solomonson, chairman, of the Sault Ste. Marie [Mich.] Teachers Club invited representatives of various pension groups to meet with them and Congressman Victor A. Knox [R-Mich.] to discuss House Bill 5180, a bill that would exempt the first $1500 of all retirement income from federal taxation. Mildred Enich is president of STC.

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The School Without People

LAST week we went on a trip to the northern tip of Okinawa and ran into a situation that I believe is without precedent in the United States—a school where there are no people.

My husband is director of information and education for the United States civil administration of the Ryukyu Islands. He was asked to be present at the dedication of a new school building on Okinawa. The building was located at the extreme northern tip of the island, and tho we have lived on Okinawa for five years, we had never been that far north. In fact, perhaps no more than a dozen Americans have ever been up there.

As we traveled, the reason was obvious. We left the main highway for a 30-mile ride on a winding, narrow mountain trail. Even the trail ended abruptly seven miles before our destination, for here we found a bridge had been washed out. . . . The trip could continue by foot or by native boat. Because we preferred the odor of fresh forest pine to the odor of fish, we hiked, and arrived at the school grounds several hours later.

On a knoll overlooking the China Sea, and surrounded by pines and banana trees, we found the most modern building we yet have seen in the Far East. It is an eight-classroom school, with three buildings of concrete block construction, and with white plaster interior. The enormous floor-to-ceiling windows on two sides of every room provide cross ventilation and make artificial lighting unnecessary.

Bad is the day for every man when he becomes absolutely satisfied with the life he is leading, with the thoughts that he is thinking, with the deeds he is doing; when there is not forever beating at the doors of his soul some great desire to do something larger which he knows he was meant and intended to do.

—Phillips Brooks

I have been in education for 14 years and have seen many school buildings, but I'd put my stamp on the fact that this is a first-class building in any country. That it is found in a remote section of Okinawa is not the amazing thing. The feature part of the story is that there is not a humanbeing within miles of this beautiful school.

The Okinawans wish to build a new village adjacent to the school site, but they have such firm belief in the importance of education that the school must come first! They sold their present rice lands to raise money to build the school. They claim that a proposed village site must first have a school, then, with education assured, people can bring children into the area.

The project of developing new rice lands around the school is another monument to their faith in education. In that the new area contains no water, they traveled to the opposite side of the island, found a lake, built a dam, and have channeled water thru solid rock mountains from the east to the west side of Okinawa to flood their rice fields and generate electricity.

To those in the United States who take educational opportunity so for granted, this story of how the natives of a remote Pacific Island make education the core about which all life revolves should prove interesting, and, I hope, inspirational.—HOPE A. DIFFENDERFER, in *The Key Reporter*, Phi Beta Kappa News Magazine.

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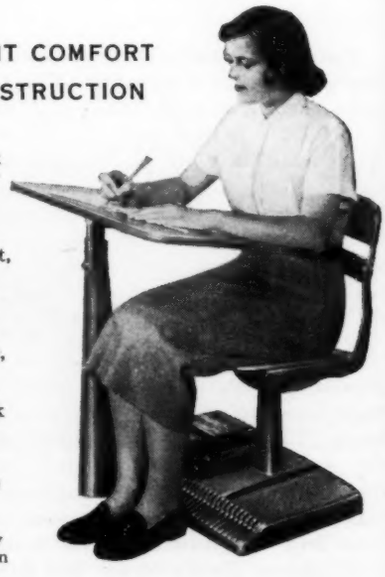

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Audio-visual Materials

Literature

INFORMATION concerning purchase or rental of the motion pictures in this list, compiled by Carolyn Guss of the Indiana University Audio-visual Center, can be obtained from producers indicated.

For information on filmstrips issued prior to 1947 consult *Filmstrips* by Vera M. Falconer; for filmstrips released after that date see the *Filmstrip Guide*, published by the H. W. Wilson Co. For recordings prior to 1942, see *Recordings for School Use*, 1942, by Robert J. Miles; newer recordings are listed in the *Annotated List of Phonograph Recordings*, Children's Reading Service, Record Division, 106 Beekman St., New York 7.

Balzac. 23 min. sd. b&w. Uses contemporary pictures, portraits, and statues to present a biography of Honoré de Balzac. [1] College, adult.

Great American Writers. (series of 6 motion pictures). Each 16-18 min. sd. b&w. Biographical films based on the lives of Alcott, Cooper, Holmes, Irving, Longfellow, and Whittier. [4] Gr. 7-12.

Literature Appreciation Series. (Series of 6 motion pictures). Each 10-14 min. sd. b&w or color. (Titles include: *English Lyrics, How To Read Essays, How To Read Novels, How To Read Plays, How To Read Poetry, Stories*). [3] Gr. 7-12.

Loon's Necklace. 11 min. sd. color. A legend of the British Columbian Indians dramatized by actors using authentic masks. [4] Gr. 4-12, college, adult.

Mark Twain and Tom Sawyer. 10 min. sd. b&w. Portrays the locale of Samuel Clemens' life and the influence of the Mississippi River on his works. [5] Gr. 7-12.

Meet the Forsytes. 18 min. sd. b&w. Excerpted from the feature film, *That Forsyte Woman*, based on *The Forsyte Saga* by Galsworthy. [6] Gr. 9-12.

New England: Background for Literature. 11 min. sd. b&w or color. Pictures places in New England associated with literary works. [3] Gr. 10-12.

W. B. Yeats, a Tribute. 22 min. sd. b&w. Scenes from various parts of Ireland in which Yeats spent periods of his life. [2] Gr. 10-12, college, adult.

William Shakespeare: Background for His Works. 14 min. sd. b&w or color. Studies the life of Shakespeare. Presents scenes from five of his best known plays. [3] Gr. 10-12.

Producers: [1] A. F. Films, 1600 Broadway, New York 19. [2] Brandon Films, Inc., 200 W. 57th St., New York 19. [3] Coronet Films, 65 E. South Water St., Chicago 1. [4] Encyclopaedia Britannica Films, Inc., 1150 Wilmette Ave., Wilmette, Ill. [5] International Film Bureau, Inc., 57 E. Jackson Blvd., Chicago 4. [6] Teaching Film Custodians, Inc., 25 W. 43rd St., New York 36.

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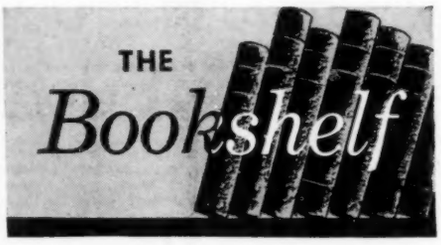

This month "The Bookshelf" consists of two parts. Both were obtained thru the cooperation of the Joint Committee of the NEA and the American Library Association.

The first part is a bibliography prepared by the Enoch Pratt Free Library, Baltimore, Maryland, on the subject of juvenile delinquency. Amy Winslow is director of the library.

Because Brotherhood Week will be celebrated February 21 to 28, the second part of "The Bookshelf" is a bibliography on the subject of brotherhood. It was compiled by a committee from the Detroit Public School Libraries and the Detroit Public Library. Mrs. Lois T. Place is director of school libraries, and Ralph A. Ulveling is public-library director. Marian C. Young is chief, children's department.

The juvenile-delinquency bibliography is the fourth JOURNAL *contribution this school year to a better understanding of juvenile delinquency by the profession. "Teachers and Juvenile Delinquency" was the October editorial; "Facts and Figures on Juvenile Delinquency" by Victor O. Hornbostel appeared in the November* JOURNAL; *"Before It's Too Late" by Robert C. Taber, in December. A future issue of* THE JOURNAL *will carry an article on what local associations can do to combat juvenile delinquency.*

JUVENILE DELINQUENCY

Delinquents in the Making; Paths to Prevention by Sheldon and Eleanor T. Glueck. The characteristics of juvenile delinquency and the methods of prevention proposed are gathered from a survey of 1000 boys, half delinquents and half nondelinquents. 1952. 214p. $3. [3]

The Challenge of Delinquency; Causation, Treatment, and Prevention of Juvenile Delinquency by Negley K. Teeters and John O. Reinemann. The handling and control of offenders occupies the major part of this text. 1950. 819p. $7.35; $5.50 to schools. [9]

Crime in Modern Society by Mabel A. Elliott. Crime is defined on the basis of mental, emotional, biological, and sociological factors. 1952. 874p. $6. [3]

Comparative Survey on Juvenile Delinquency: Part I. North America by Division of Social Welfare of the Department of Social Affairs of the United Nations. A comparative appraisal of existing practices and programs for prevention. Important as part of the UN's projected survey of world conditions. 1952. 132p. $1. [1]

Personality in the Making; The Fact-finding Report of the Mid-century White House Conference on Children and Youth edited by Helen L. Witmer and Ruth Kotinsky. Many minds have contributed to an excellent summary of what is now known about personality. There are suggestions concerning changes needed to promote the welfare of children and youth. 1952. 454p. $4.50. [3]

Behavior Difficulties of Children as Perceived and Judged by Parents, Teachers, and Children Themselves by William Griffiths. The point of view of children about behavior problems is likely to differ from that of parents and teachers. 1952. 116p. $3. [13]

Social Treatment in Probation and Delinquency; Treatise and Casebook for Court Workers, Probation Officers, and Other Child Welfare Workers by Pauline V. Young. Complete coverage of individual, family, church, and community resources which promote the return of the unadjusted to a place in society. 1952. 536p. 2d edition. $7. [4]

Schools Help Prevent Delinquency by NEA Research Division. Examples of school practice in working with problem children. *NEA Research Bulletin*, October 1953. 36p. 50¢. [6]

"Predicting Juvenile Delinquency; Not by a Crystal Ball but by a New Scientific Tool That Indicates Which 'Bad Boy' Is Just Feeling His Oats, Which Is a Criminal-in-the-Making" by Eleanor T. Glueck. The new tool is the diagnostic table so successfully used by research workers. *Survey* 88:206-9. May 1952.

"The Economic Factor in Juvenile Delinquency, with Discussion" by E. W. Burgess. A stable and adequate income together with its concomitant, the improvement of family life and neighborhood conditions, would reduce the present alarming tendencies. *Journal of Criminal Law, Criminology and Police Science* 43:29-42. May 1952.

Analyzing and Predicting Juvenile Delinquency with the M.M.P.I. edited by Starke R. Hathaway and Elio D. Monachesi. A study of several thousand children by use of a multiple personality characteristic test. 1953. 153p. $3.50. [13]

Report on Recreation for Youth. 93p. 25¢. [11]

"The Schools and Juvenile Delinquency" by P. M. Smith. There are factors in the schools which induce emotional disturbance that may lead to overt antisocial behavior. The school also has a role in prevention. *Sociology and Social Research* 37:85-91. November 1952.

"The Schools and the Delinquency Problem, with Discussion" by E. H. Stullken. The problem of the school is to discover how children can unlearn delinquent behavior. Most of all the school must study to know how more desirable social behavior can be learned. The organization of special classes and the use of counselors and psychologists is suggested. *Journal of Criminal Law, Criminology and Police Science* 43:563-67. January 1953.

"How Can Schools Recognize Early Symptoms of Maladjustment in Children and Youth?" by Eli M. Bower. Positive steps in the preventive mental-health program. For school administrators and teachers. *Federal Probation* 16:3-7, June 1952. [15]

Who Are the Guilty? by David Abrahamsen. Educational measures, especially long-range programs in the home and school, will accomplish much as a preventive of delinquency. 1952. 340p. $5. [10]

Recommended Standards for Services for Delinquent Children by the US Children's Bureau. Bibliography. 1953. 21p. Free. [14]

Children in Trouble, an Experiment in Institutional Child Care by F. J. Cohen, edited by Hermine I. Popper. This practical manual for the institutional handling of children is based on experiences at Lavanburg Corner House in New York City. 1952. 251p. $3.50. [8]

Reaching the Unreached: Fundamental Aspects of the Program of the New York City Youth Board. Twelve papers tell the story of the board and its work in preventing and controlling delinquency. 1952. 151p. $1. [7]

A Community Youth Development Program by R. J. Havighurst and others. The findings about children's potentialities are put to a test in a Midwestern city in a year's program. This monograph, in addition to describing the nature and background of the program, reports the first six months' work. 1952. 59p. $1.50. University of Chicago, Department of Education. Supplementary Education Monograph No. 75. [12]

Pattern for Prevention. A report of the first five years of the New York City Youth Board. 1952. 32p. Free. [7]

What's Happening to Delinquent Children in Your Town? by the US Children's Bureau [Pub. 342]. A series of questions constitutes a guide to standards for community services to wayward children. 1953. 26p. 15¢. [11]

Youth Centers: The Organization of a Community Program by Minnesota Youth Conservation Commission, Division of Prevention. An explanation of a youth center program and a guide to its operation Rev. 1953. 22p. Processed. Free. [5]

Controls from Within: Technics for the Treatment of the Aggressive Child by Fritz Redl and David Wineman. Information and technics gained from working with the aggressive child may be used to help normal children develop selfcontrol. 1952. 332p. $4.50. [2]

Residential Treatment Centers for Emotionally Disturbed Children: A Listing by the US Children's Bureau. Describes the services, staffs, and facilities of 36 centers whose primary purpose is the treatment of emotional and personality problems of children. 1953. 78p. 25¢. [11]

Some Facts About Juvenile Delinquency by the US Children's Bureau [Pub. 340]. Nutshell treatment of salient facts from acknowledged sources makes it clear that communities must take action. 1953. 16p. 10¢. [11]

Publishers or Distributors

[1] Columbia University Press, 2960 Broadway, New York 27. [2] The Free Press, Glencoe, Ill. [3] Harper & Brothers, 49 E. 33d St., New York 16. [4] McGraw-Hill Book

[*Continued on page 122*]

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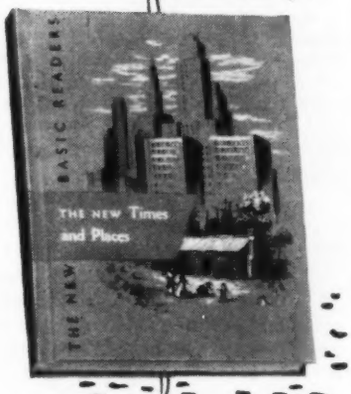

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[*Continued from page 121*]

Co., 330 West 42d St., New York 36. [5] Minnesota Youth Conservation Commission, 117 University Ave., St. Paul, Minn. [6] National Education Association, 1201 16th St., N.W., Washington 6, D. C. [7] New York City Youth Board, 500 Park Avenue, New York 22. [8] W. W. Norton & Co., 101 Fifth Ave., New York 3. [9] Prentice-Hall, 70 Fifth Ave., New York 11. [10] Rinehart & Co., Inc., 232 Madison Ave., New York 16. [11] Superintendent of Documents, US Government Printing Office, Washington 25, D. C. [12] University of Chicago Press, 5750 Ellis Ave., Chicago 37. [13] University of Minnesota Press, 10 Nicholson Hall, Minneapolis 14, Minn. [14] US Dept of Health, Education, and Welfare, Children's Bureau, Washington, D. C. [15] US Dept of Justice, Washington 25, D. C.

BROTHERHOOD

General

Glass House of Prejudice by Dorothy W. Baruch. The causes, effects, and cure of prejudice are here analyzed by an author who combines sound scholarship with a lively style. 1946. 205p. $2.50. [14] Gr. 10-12, teacher background.

Greener Fields by Alice Marriott. Delightful, vivid vignettes of American Indian life, with hints on how to make friends with people of a culture different from our own, by an ethnologist of taste and distinction. 1953. 274p. $3.50. [5] Gr. 10-12, teacher background.

The Mexican Story by May McNeer, illus. by Lynd Ward. Great leaders and lowly people make up Mexican history from early Mayan civilization to the present in this beautiful book full of brilliant color. 1953. 96p. $3.95. [8] Gr. 7-10.

Overcoming Prejudice by Bruno Bettelheim, illus. by Jeanne Doern (Better Living Booklet). Succinct discussion of prejudice, including practical suggestions for combatting it and for ameliorating its effects. 1953. 48p. 40¢. [16] Gr. 9-12, teacher background.

People Are Important by Eva Knox Evans, illus. by Vana Earle. We can learn to understand each other and ourselves and so get along with all kinds of people from everywhere. 1951. 86p. $2.50. [4] Gr. 4-6.

What is Race? Text by Diana Tead, illus. by Jane Eakin Kleiman. Based on *Race and Biology* by L. C. Dunn, the booklet presents, in a popular way, certain essential information about the biological aspects of race. 1952. 88p. $1. UNESCO publication. [18] Gr. 10-12, teacher background.

Brotherhood Exemplified thru the Experiences of Real People

Amos Fortune, Free Man by Elizabeth Yates, illus. by Nora S. Unwin. Born free in Africa, Amos became a slave in America. He purchased his own freedom and gave freedom to others. 1950. 181p. $2.50. [1] Gr. 7-10.

Famous Humanitarians by William Oliver Stevens. Brief biographical sketches of 20 people who have helped mankind. 1953. 131p. $2.75. [6] Gr. 6-8.

The Golden Watch by Albert Halper, illus. by Aaron Bohrod. A chronicle of a boy's growing-up in Chicago in the years before World War I. 1953. 246p. $3. [10] Gr. 10-12.

Hearth in the Snow by Laura Buchan and Jerry Allen. The young married couple who man the school in a remote Alaskan village tell of their experiences with humor, quiet courage, and a deeply-felt idealism. 1952. 306p. $3.50. [9] Gr. 10-12.

Jean Baptiste, Pointe de Sable, Founder of Chicago by Shirley Graham. An imaginative and sympathetic interpretation of the Santo Domingo Negro who came to America in 1764 and established a trading post which became known as Chicago. 1953. 180p. $2.75. [13] Gr. 7-10.

Marcus and Narcissa Whitman, Pioneers of Oregon written and illustrated by James Daugherty. Story of two pioneer crusaders who made a heroic journey to the Pacific Northwest to establish a Christian mission among the Indians. 1953. 158p. $2.50. [20] Gr. 6-9.

Mary McLeod Bethune by Catherine Owens Peare. A biography of a great American who triumphed over staggering obstacles. 1951. 219p. $2.75. [19] Gr. 7-9.

My Heart Lies South, the Story of My Mexican Marriage by Elizabeth Borton de Trevino. Intimate details, written in a witty style, of an American newspaper woman adjusting to the way of life in Monterrey. 1953. 248p. $3.50. [5] Gr. 10-12.

Nisei Daughter by Monica Sone. The story of a Japanese family living along the Seattle waterfront until Pearl Harbor and evacuation. 1953. 238p. $3.50. [12] Gr. 10-12.

The Seeking by Will Thomas. An American Negro writer's heartening and heartwarming book about his success in finding democracy in a small Vermont town. 1953. 290p. $3.50. [23] Gr. 11-12, teacher background.

Understanding Different Ways of Living

All-of-a-Kind Family by Sydney Taylor, illus. by Helen John. Happy home life of five little Jewish girls in New York's lower east side. 1951. 189p. $2.75. [22] Gr. 4-6.

Big Tiger and Christian by Fritz Mühlenweg, illus. by Rafaello Busoni. Tr. by Isabel and Florence McHugh. A 12-year-old American boy and his Chinese friend travel across the Gobi desert, meeting many different peoples. 1952. 593p. $4.95. [15] Gr. 6-9.

Come Back to Sorrento by Joseph Petracca. Life was always exciting and almost always fun in the Esposito family, where the children grew up to a happy blend of Italian cooking and American baseball. 1952. 229p. $3. [12] Gr. 11-12.

Elder Brother by Mrs. Evelyn Sibley Lampman, illus. by Richard Bennett. The story of the six Chan daughters and their adopted elder brother from China set against the colorful background of Portland, Oregon, in 1908. 1951. 217p. $2.50. [7] Gr. 7-9.

Freedom River: Florida 1895 by Marjory Stoneman Douglas, illus. by Edward Shenton. (Strength of the Union Series, edited by Erick Berry.) A story of freedom—freedom of choice for the white boy, physical

freedom for the Negro slave, and limited freedom for the Indian. 1953. 264p. $3. [17] Gr. 6-9.

A Good Man by Jefferson Young. Mature and sensitive story of a Mississippi Negro sharecropper to whom a house painted white is a symbol of fulfillment. 1952. 239p. $3. [3] Gr. 11-12, teacher background.

Magic Maize by Mary and Conrad Buff. That old and new ways can live in peace is the theme of this story of Fabian, an Indian of Guatemala. 1953. 76p. $3. [11] Gr. 4-6.

These Your Children edited by Harold U. Ribalow. Twenty-five stories by Jewish authors that give a fascinating cross-section of Jewish life in the United States. 1952. 429p. $4.50. [2] Gr. 10-12.

When the Moon Is New by Laura Bannon, illus. by the author. A little Seminole Indian living in the Florida Everglades visits a neighboring camp and finds a big surprise waiting for her. 1953. 47p. $2.75. [21] Gr. 3-5.

Publishers or Distributors

[1] Aladdin Books, 55 5th Ave., New York 3. [2] Beechhurst Press, 11 E. 36th St., New York 16. [3] Bobbs-Merrill Co., Inc., 730 N. Meridian St., Indianapolis 7. [4] Capitol Publishing Co., Inc., Irvington-on-Hudson, N. Y. [5] Thomas Y. Crowell Co., 432 4th Ave., New York 16. [6] Dodd, Mead & Co., 432 4th Ave., New York 16. [7] Doubleday & Co., Inc., 575 Madison Ave., New York 22. [8] Farrar, Straus & Young, Inc., 101 5th Ave., New York 3. [9] Wilfred Funk, Inc., 33 W. 46th St., New York 36. [10] Henry Holt and Co., Inc., 383 Madison Ave., New York 17. [11] Houghton Mifflin Co., 2 Park St., Boston 7. [12] Little, Brown & Co., 34 Beacon St., Boston 6. [13] Julian Messner, Inc., 8 W. 40th St., New York 18. [14] William Morrow & Co., Inc., 425 4th Ave., New York 16. [15] Pantheon Books, Inc., 333 6th Ave., New York 14. [16] Science Research Associates, 57 W. Grand Ave., Chicago 10. [17] Charles Scribner's Sons, 597 5th Ave., New York 17. [18] Columbia University Press, Internatl Documents Service, 2960 Broadway, New York 27. [19] Vanguard Press, 424 Madison Ave., New York 17. [20] Viking Press, Inc., 18 E. 48th St., New York 17. [21] Albert Whitman & Co., 560 W. Lake St., Chicago 6. [22] Wilcox & Follett Co., 1255 S. Wabash Ave., Chicago 5. [23] A. A. Wyn, Inc., 23 W. 47th St., New York 36.

FOR YOUR INFORMATION

NEA headquarters: 1201 16th St. N. W., Washington 6, D. C.

1954 NEA Convention—June 27-July 2, New York City.

American Education Week—Nov. 7-13. Theme: "Good Schools Are Your Responsibility."

NEA membership, May 31, 1953: 520,442.

NEA officers and headquarters staff: *NEA Handbook,* pages 246-47, inside back cover.

NEA platform and resolutions: *Handbook,* pages 349-365.

NEA departments, committees, commissions, council: complete information, *Handbook,* pages 257-327.

Centennial Action Program goals: *Handbook,* page 13.

World Confederation of Organizations of the Teaching Profession: Information free from NEA; see *Handbook,* pages 367-373.

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Unless otherwise indicated, obtain government publications from the Superintendent of Documents [Supt Doc.], Washington 25, D. C. Make money order or check payable to the Superintendent of Documents; do not send stamps. ***Order other items from addresses given.***

Chart

Chart of Presidents of the United States, commentary by Bernard DeVoto; illustrated by Isa Barnett. Colored wall chart with pictures and biographical data on each of our presidents, and other material useful in social-studies classes. 1952. Single copy, 35¢. Each additional copy, 25¢. *Woman's Day*, 19 W. 44th St., New York 36.

Child Development

How Children Grow and Develop by Willard C. Olson and John Lewellen. Analysis of growth process at different stages of child development. 1953. 48p. 50¢. Quantity discounts. Science Research Associates, Inc., 57 W. Grand Ave., Chicago 10.

February Birthdays

PERSONAL Growth Leaflets: ***Selections from Abraham Lincoln*** by Joy Elmer Morgan, PGL No. 27; ***Selections from George Washington*** by Laurance H. Hart, PGL No. 25; ***Susan B. Anthony, Apostle of Freedom*** by Mildred Sandison Fenner and Eleanor C. Fishburn, PGL No. 88. For free single copies send selfaddressed stamped envelop to Section 10, NEA. Additional copies 5¢ each; no orders accepted for less than $1.

Folklore Map

American Folklore and Legends by John Dukes McKee. Pictorial map [25″x36″] of American folklore and legends. 50¢. Order from Elizabeth Pilant, executive secretary, Natl Conference American Folklore for Youth, Ball State Teachers College, Muncie, Ind.

School Gardens

Elementary Lessons in Gardening by Paul R. Young. The why, what, how, and when of a school garden program. 1953. 106p. $1. Quantity discounts. Natl Garden Institute, 1368 North High St., Columbus 1, Ohio.

For School Builders

Basic Body Measurements of School Age Children, prepared by W. Edgar Martin. A handbook for school officials, architects, and design engineers in planning school buildings, furniture, and equipment. Means, variability, and range of 53 different body measurements for boys and girls, for each age from four to 17 years. 1953. 74p. Single copies only. Free. Order from W. Edgar Martin, School Housing Section, Office of Education, US Dept of Health, Education, and Welfare, Washington 25, D. C.

Freedom's Heritage

The Formation of the Union: An Exhibit. The Declaration of Independence, the Constitution, and the Bill of Rights together with other documents reflecting events that led to American independence and the establishment of the federal union. Pamphlet prepared to accompany an exhibit of documents. Useful for social studies. 1952. 30p. 25¢. No discounts. Make check or money order payable to the Treasurer of the United States. Order from General Services Administration, Natl Archives, Washington 25, D. C.

International

History Textbooks and International Understanding by J. A. Lauwerys. Suggestions for the improvement of history textbooks, based on the 1950 UNESCO seminar on the improvement of textbooks. 1953. 84p. 50¢. International Documents Service, Columbia Univ. Press, 2960 Broadway, New York 27.

The Hate Campaign Against the UN by Gordon D. Hall. Background information on certain of the extremists who have attacked the UN and US participation in it. 1952. 38p. 50¢. Beacon Press, 25 Beacon St., Boston 8.

US Participation in the UN. Report by the President to the Congress for the year 1952. Review of US efforts, thru the UN, to promote world stability and security. 1953. 285p. 60¢. Supt Doc.

Interpreting the School

Minnesota Boy and the Rest of the World. How schools meet the developing needs of an individual from infancy to maturity. Reprint of articles from the *Minnesota Journal of Education*. 24p. 25¢. Minnesota Education Assn, 2429 University Ave., St. Paul 14.

New Personal Growth Leaflets

In a Nutshell. Brief, thought-provoking statements from the column by the same title in the NEA JOURNAL compiled by Joy Elmer Morgan. Personal Growth Leaflet No. 314. Also ***Declaration of Interdependence.*** PGL No. 184. For free copy of either or both send selfaddressed stamped envelop to Section 10, NEA JOURNAL. $1 for 20 copies.

Plays

Miss Liberty and the Children by Evelyn L. Bull. Play for primary grades. 1952. 14p. 25¢. ***A Good American*** by Lucille B. Boggan. Intermediate-grade pupils learn how to be good Americans every day. Reprinted 1953. 16p. 25¢. ***Beachhead for Freedom*** by Lyda M. Ickler. How schools help maintain freedom. Junior-highschool level. Reprinted 1953. 20p. 25¢ ***We Hold These Truths*** by Jean M. Byers and Avice Saint. Play for highschool students based on the Declaration of Independence. Reprinted 1953. 39p. 35¢. Quantity discounts. NEA.

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OUR colleges and universities are the finest in the world today, but anyone who expects them to be 100% pure is expecting too much of human nature. Even Procter and Gamble's proud slogan claims no more than 99 and 44/100% purity for Ivory soap.

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We know that every profession has a certain number of persons who are ill-adjusted, disappointed, or just naive outside their specialties. Such people are always fair game for the get-rich-quick operators, and for the Fascists or Communists.

The Jenner Committee made public its report this summer. Any analysis that gets back of the headlines into the real meat of the report makes it evident that the colleges are pretty sharp competitors with Ivory soap in the matter of purity.

I have never seen any discussion of Ivory soap which emphasized only the 56/100 of 1% impurity. I imagine that if this phase had been harped upon for 30 years it would not have improved Procter and Gamble's business.

Yet this kind of harping has been going on from time to time during the last 30 years with respect to the colleges. The recent assertions of impurity merely echo old charges. I think that anyone who looks at the situation calmly and analytically will decide that the colleges are so nearly pure that they not only float like Ivory soap, they could practically take to the air and sail.

Our private universities and colleges are a manifestation of free enterprise in the intellectual world. They are committed by the nature of their foundation and support to the maintenance of freedom and enterprise in economic life. They cannot exist if they are not faithful to liberty.

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—HENRY M. WRISTON, *president of Brown University, Providence, R. I.*

If You Are a Supervisor

YOU can obtain from the Association for Supervision and Curriculum Development [an NEA department] the following materials:

Booklets

Highlights of the 1953 ASCD Convention. 1953. 58p. $1. ***Using Free Materials in the Classroom.*** 1953. 16p. 75¢. ***What Does Research Say About Arithmetic?*** 1952. 45p. 50¢. ***The Three R's in the Elementary School.*** 1952. 152p. $1.50. ***Instructional Leadership in Small Schools.*** 1951. 88p. $1.25. ***Teachers for Today's Schools.*** 1951. 81p. $1.25. ***Time and Funds for Curriculum Development.*** 1951. 14p. 50¢. ***Better Than Rating: New Approaches to Appraisal of Teaching Services.*** 1950. 83p. $1.25.

Yearbooks

Creating a Good Environment for Learning. Problem of creating a setting in which children and youth have the best chance to learn to use and enjoy their membership in a free society. 1954. 320p. Free to ASCD members; $3.75 to nonmembers. ***Forces Affecting American Education.*** Forces affecting today's schools, with positive programs for improving education. 1953. 208p. $3.50. ***Growing Up in an Anxious Age.*** Sustained and cooperative effort of various specialists in solving problems faced by boys and girls growing up in today's world. 1952. 263p. $3.50. ***Action for Curriculum Improvement.*** Why and how people work together for better school programs and better communities. 1951. 246p. $3.50. ***Fostering Mental Health in Our Schools.*** Mental health as related to the growth and development of children and youth. 1950. 320p. $3.

Chart

Child Growth and Development Chart. 10¢.

Bibliographies

Books and Materials for Curriculum Workers: An Annual Bibliography. 1953. 31p. $1. ***Bibliography on Supervision and Curriculum Development.*** 1952. 17p. 50¢. ***List of Outstanding Teaching and Learning Materials.*** 1951 ed. 20p. 75¢.

Quantity discounts on all the above items.

Dues in the ASCD are: Regular membership, $5, includes subscription to *Educational Leadership,* copy of current yearbook, and reduced registration fees at the annual conference. Comprehensive membership, $10, includes the above plus all other publications issued during the 12-month period of membership.

[Next month: materials for the public-relations director.]

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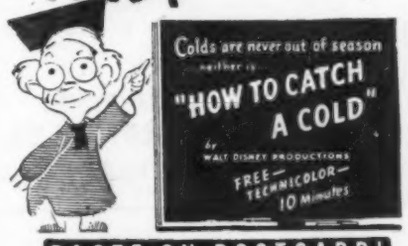

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Feb. 11-13: Annual meeting, American Assn of Colleges for Teacher Education, Chicago.

Feb. 11-13: Joint meeting, Research Foundation of the United Business Education Assn, Administrators Division of UBEA, Natl Assn of Business Teacher-Training Institutions, and US Chapter of Internatl Society for Business Education, Chicago.

Feb. 13-18: Natl convention, American Assn of School Administrators, Atlantic City.

NEA groups that will meet in Atlantic City either prior to or during the AASA convention include: American Educational Research Assn, Dept of Rural Education, Assn for Supervision and Curriculum Development, Dept of Classroom Teachers, Internatl Council for Exceptional Children, Future Teachers of America, Natl School Public Relations Assn, Natl Council on Teacher Retirement, Natl Council of Administrative Women in Education, Dept of Audio-visual Instruction, and Dept of Elementary School Principals.

Feb. 20-24: 38th annual convention, Natl Assn of Secondary-school Principals, Milwaukee.

Feb. 24-26: Southern district convention, American Assn for Health, Physical Education, and Recreation, Biloxi, Miss.

Feb. 26-27: South central regional conference, Dept of Classroom Teachers, Topeka, Kans.

Mar. 2-5: Annual convention, Dept of Audio-visual Instruction, Chicago.

Mar. 4-6: Natl conference on higher education, Assn for Higher Education, Chicago.

Mar. 4-6: Southwestern regional conference, Dept of Classroom Teachers, Carlsbad, N. Mex.

Mar. 5-7: Regional conference, Natl Assn of Educational Secretaries, Kansas City, Kans.

Mar. 7-12: Annual convention, Assn for Supervision and Curriculum Development, Los Angeles.

Mar. 12-13: Northwestern regional conference, Dept of Classroom Teachers, Boise, Idaho.

Mar. 18-20: Western regional meeting, United Business Education Assn, Portland, Oreg.

Mar. 25-26: Regional conference, Natl Commission on Teacher Education and Professional Standards, Milwaukee.

Mar. 26-27: North central regional conference, Dept of Classroom Teachers, Milwaukee.

Mar. 26-31: Biennial natl meeting, Music Educators Natl Conference, Chicago.

Mar. 31-Apr. 2: Midwest district convention, American Assn for Health, Physical Education, and Recreation, Indianapolis.

Mar. 31-Apr. 3: Southwest district, American Assn for Health, Physical Education, and Recreation, Tucson.

Apr. 1-3: Second annual convention, Natl Science Teachers Assn, Chicago.

Apr. 2-5: 34th annual natl convention, Natl Assn of Deans of Women, Washington, D. C.

Apr. 7-10: Central district, American Assn for Health, Physical Education, and Recreation, Lincoln, Nebr.

Apr. 8-10: Northwest district, American Assn for Health, Physical Education, and Recreation, Eugene, Oreg.

Apr. 12-15: 2nd regional instructional conference, NEA, Minneapolis.

Apr. 19-23: Joint natl and Eastern district convention, American Assn for Health, Physical Education, and Recreation, New York City.

Apr. 21-24: 32nd annual meeting, Natl Council of Teachers of Mathematics, Cincinnati.

Apr. 25-27: Middlewest regional drive-in conference on administrative leadership serving community schools, American Assn of School Administrators and Dept of Rural Education, St. Paul, Minn.

Apr. 28-May 1: 32nd annual meeting, Internatl Council for Exceptional Children, Cincinnati.

Apr. 30-May 1: Northeastern regional conference, NEA Dept of Classroom Teachers, Manchester, N. H.

NEA Publications

A Speech Program for the Secondary School. January 1954 *Bulletin* of the Natl Assn of Secondary-school Principals. 304p. Free copy to NASSP members; $1.50 to nonmembers. Quantity discounts: 50% to NASSP members; NEA discounts to others. NASSP, NEA.

Contact Plus. Handbook of ideas for improving school-community relations. 1954. 64p. Free copy to Natl School Public Relations Assn members; $1 to nonmembers. Also ***Let's Go to Press: Guide to Better School News Reporting.*** 1954. 48p. Free copy to NSPRA members; $1 to nonmembers. Quantity discounts on both items. Order from NSPRA, NEA.

Educating for American Citizenship. 1954 yearbook of American Assn of School Administrators. 615p. Free copy to AASA members. $5 to nonmembers. Quantity discounts. AASA, NEA.

Encouraging Future Scientists: Available Materials and Services prepared by the Future Scientists of America Foundation. List of sponsored scholarships, contests, and services that can lead to careers in science. 1953. 18p. Free in limited quantities. Natl Science Teachers Assn, NEA.

Journal of Research in Music Education prepared by the Music Educators Natl Conference. Vol. I, No. 2. Fall 1953. Pages 83-156. Single copy $2. MENC, 64 E. Jackson Blvd., Chicago 4.

Planning Schools for Use of Audio-

visual Materials — No. 3. The AV Instructional Materials Center. Facilities needed to provide instructional materials services to schools. 1954. 80p. $1. Quantity discounts. Dept of Audio-visual Instruction. NEA.

What Research Says to the Teacher: 2. Teaching Arithmetic by R. L. Morton. Second in series of pamphlets on use of research in the classroom, sponsored by NEA Dept of Classroom Teachers and American Educational Research Assn [NEA department] 1953. 33p. 25¢. Quantity discounts. NEA.

Kit on Inter-group Education. Materials and suggestions for developing good human relations. Available to groups. No charge except for postage. May be borrowed for period of three to six weeks. Order from R. B. Marston, NEA.

A Teachers' Guide to World Trade by Sylvia Stone, Julian C. Aldrich, et al. Analysis of the problem; teaching aids. 1953. 132p. $1. Quantity discounts. Natl Council for Social Studies, NEA.

Film

Fire in Their Learning. A fourth-grade teacher and her pupils show ways of teaching and learning fire safety as part of the on-going educational program. 16mm. 19 min. Sound. Color $95; b&w $42. Safety Commission, NEA.

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Thesis Blues

A thesis isn't born of praying;
It's built of hair that's slowly graying,
And fingers cramped from all their writing,
And jagged nails from excessive biting,
And tingling nerves and horrid rages,
A strong desire to tear up pages;
It's built of doleful perseverance,
And a frightful yen for disappearance,
And flesh that pound by pound keeps dropping,
And time that could be spent in shopping;
It takes to make a worthwhile study
A human head—unbowed, but bloody.

Strange that when these should make it lusty
A thesis is so dry and dusty.

—Author unknown. Reprinted by special permission from Anthology in Educology, *edited by Lowry W. Harding. 1951. William C. Brown Co.*

Pioneer Low-down

HENRIETTA M. RUFF of Amana High-school, Middle, Iowa, received the following treasure trove of information from a student in her English class:

"What we learned about the pioneers: They had no social glasses. They had to cross large desserts. Their favorite time-passes was singing songs."

Active Skirt

"CAN anyone use the word 'skirt' in a sentence to show action?" I asked my fifth-graders after a number of them had used the word as a noun in their spelling lesson.

"The girl wore a hula-hula skirt," volunteered one of my serious students.

—JOHN W. KANE, *Miami Park Elementary School, Miami, Fla.*

The Discreet Halo

If it's a halo you have to wear,
Don't let it get in others' hair.

—From Tid Bits, *Menard Education Association, Menard, Texas.*

Liquid Assets

ONE cold day little Billy, who was fond of eating icicles, came indoors with several of them, which he carefully packed away in a jar.

Later, when he went to get one, he burst out with, "Someone ate all my icicles and just left me the juice."

—From *The Christian Science Monitor.*

Cemetery Classics

LAUGHTER rippled from the last-period English class, to whom the teacher was reading gems from her collection of 18th-century epitaphs:

Erected to the memory of
Elias Jones
shot
as a mark of affection
by his brother

Rest in peace
Until We Meet Again

Beneath this stone a lump of clay
Lies Arabella Young,
Who on the twenty-ninth of May
Began to hold her tongue.

For a lawyer, Sir John Strange: *Here lies an honest lawyer—that is Strange.*

For a photographer: *Taken from life.*

For a clock-maker:
Here lies one who strove to equal time,
A task too hard, each power too sublime;
Time stop't his motion, o'erthrew his balance wheel,
Wore off his pivot, tho made of strongest steel,
Broke all his springs, the verge of life decayed;
And now he's tho he never had been made.
Not for the want of oiling—that he tried;
If that had done, why then he ne'er had died.

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